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ABSTRACT

This instructor's guide accompanies 47 performance-based instructional modules in the home economics content area of clothing and textiles. The 47 modules deal with planning basics (4 modules), buyership and clothing care (4 modules), preparation for sewing (6 modules), construction (18 modules), repair/alterations (9 modules), and supplemental modules on making various articles of clothing (6 modules). For each module, the instructor's guide provides these materials: (1) a guide sheet that details contents of the module, recommended audiovisual materials, and recommended references that list suggestions, tools, and equipment for each learning activity in the module; (2) extended learnings (additional learning experiences); (3) a check-out activity sheet and answer key; and (4) an evaluator's final checklist. (YLB)

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ED233187

INSTRUCTOR'S GUIDE

FOR

CLOTHING AND TEXTILES

STUDENT MODULES

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Home Economics Education
Program Planning and Development Section
Office of Vocational Education
South Carolina Department of Education

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SOUTH CAROLINA DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

1. Acknowledgements iv
2. Philosophy of Home Economics Education. vi
3. Introduction. viii
4. Planning Basics. . . . . Modules 1-4
5. Buyership and Clothing Care . . . . . Modules 5-8
6. Preparation for Sewing . . . . . Modules 9-14
7. Construction . . . . . .Modules 15-32
8. Repair/Alterations. . . . . .Modules 33-41
9. Supplemental Modules . . . . . .Modules 42-47

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PHILOSOPHY OF HOME ECONOMICS EDUCATION

In this ever-changing world with its constant development of knowledge concerning people and things, we are aware of a definite need for a continuously developing curriculum.

As our society changes the family is the basic unit that functions to meet the needs of its members, in order to produce healthy personalities and to prepare individuals for a meaningful existence in society. Changes require vision and intelligence to assist individuals in meeting changes. Some aspects of home-making taught at the secondary levels are felt necessary for everyone, including boys and girls.

Human relations and management are the two concepts that direct our teaching. The commonalities of the subject matter areas are the tools used to implement the concepts of human relations and management.

We believe that competencies fundamental to family living are:*

- establish values which give meaning to personal, family, and community living; select goals appropriate to those values.
- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- achieve good interpersonal relationships within the home and within the community.
- nurture the young and foster their physical, mental and social growth and development.
- make and carry out intelligent decisions regarding the use of personal, family, and community resources.
- establish long-range goals for financial security and work toward their achievement.
- plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family.
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.
- perform the tasks of maintaining a home in such a way that they contribute effectively to furthering individual and family goals.

- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

- take an intelligent part in legislative and social action programs which directly affect the welfare of individuals and families.

- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

We believe the home economics teacher should:

- understand herself/himself

- know home economics subject matter and skills

- be creative, enthusiastic, and growing professionally

- provide opportunities for optimum development of students

- base the program on the needs and concerns of the students, school, and community by pupil-teacher-parent planning

- direct students into self-governed thoughts and actions

- include evaluation as an intrinsic part and a continuous process in the total growth of the individual

* Committee on Philosophy and Objectives of Home Economics, "Home Economics New Directions," American Home Economics Association, 1959.

INTRODUCTION

In 1979, South Carolina began participating in a joint curriculum development effort with the states of Kentucky, Maryland and West Virginia. The purpose of the four state consortium was to develop performance-based instructional modules and instructors' guides in the home economics content areas of clothing and textiles, foods and nutrition, housing and home furnishings, management and family economics, and human development. The modules were based on tasks identified in the HOMEMAKER V-TECS catalogs.

Each state assumed the responsibility of developing modules for one or two content areas. Agreement was reached on the format and style of the modules. All materials developed were shared and field tested in all four states.

Eighty home economics teachers participated in the field test conducted in South Carolina. Workshops were conducted for the teachers to introduce the materials and review performance-based instructional strategies. Each teacher developed a curriculum/management plan and began using the modules within regular programs. The materials were tested for one semester under conditions found in the average classroom. Both teachers and students evaluated all modules.

Field test results compiled by each state were shared within the consortium. Teacher and student data were utilized as the basis for revising and improving the modules.

Each CLOTHING AND TEXTILE module is composed of an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final check list. The instructors' guide contains a listing of modules with suggested levels and courses for teaching, additional learning experiences, lists of supplemental resources and references, needed supplies, tools and equipment, and keys to student tests.

The modules are written so that they may be used effectively for various modes of instruction (i.e., individualized, small group, entire class, etc.). Teachers are encouraged to incorporate the modules into lesson plans and student activities as appropriate. The modules are not intended as a total replacement for other instructional strategies and/or resources. Rather, they are provided as a means of facilitating and enhancing performance-based instruction within home economics classrooms.

The following clarification of terms will help the teacher to achieve optimal use of performance-based curriculum materials:

Competency

A skill, either cognitive, affective, or psychomotor, which is required in life or in a vocation and which the student is expected to master and demonstrate at the completion of the educational program.

Performance-Objective

A statement which gives direction to learning by communicating the intent or purpose of the learning--a statement of what the learner is able to do when he/she has successfully completed a learning experience.

In developing a course of instruction, performance objectives can be used in at least four major ways. First, stated objectives can help identify exactly what should be taught and force teachers to make decisions which should clearly define the goals of instruction.

Second, objectives aid in sequencing content within the course and help the teacher select appropriate instructional techniques and materials. Third, stated objectives simplify the development of those measures that will determine the student's ability to perform tasks. The criteria for making judgments about the performance levels of students is determined prior to actual instruction. Finally, after a program (or course) has been developed and used in the classroom, the objectives provide a means of evaluating the success of that program.

A performance objective must contain the following:

1. Identification of the terminal performance which the teacher attempts to produce. (Terminal performance refers to the behavior the student is to be able to demonstrate at the conclusion of a learning experience.)

2. Description of the important conditions under which the behavior is expected to occur. (Conditions refer to any and all limits or circumstances under which the student will perform.)

3. Identification of a standard, criteria, or level of acceptance. (Level of acceptance refers to how well the student must perform the task/behavior in order to classified as having achieved mastery.)

Learning Experiences

A series of activities designed to assist the student master specific knowledge and skills. Because PBVE is student centered, all learning experiences are written in terms of what the student should do. Student learning experiences dictate the teacher preparation and teacher activities which are necessary.

The Clothing and Textile Student Modules have been designed to promote an effective PBVE program. It is hoped that teachers will use this resource to expand performance-based instruction within Home Economics Education.

Instructor's Guide Sheet

PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING

CONTENTS OF MODULE

	Activity	
Student Self-Check		
PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING	5	
ANSWERS	5	
Evaluator's Final Checklist		
PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING	8	
Check-Out Activity Sheet		
PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING	8	Instructor's Guide Sheet
ANSWERS	8	Instructor's Guide Sheet

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmstrip, Butterick, **Basic Concepts in Home Economics**, Program 4, "Choosing Your Clothes"	4
Transparencies, Butterick, "See and Sew: Know Yourself," Folder 1, Frame 6	4

RECOMMENDED REFERENCES

TOPIC: Why, Where, and When We Wear Clothes	1
Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977.	

Instructor's Guide Sheet

PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
BB	Construct a bulletin board showing how entertainment and/or sports have influenced clothing styles.	Bulletin board supplies Magazines
1.	After students have read about why clothing is worn, have them participate in a class discussion on why, when, and where we wear clothes.	RECOMMENDED REFERENCE Vanderhoff. **Clothes, Clues, and Careers**, pp. 2-5, 42-50. ADDITIONAL REFERENCES Criag. **Clothing: A Comprehensive Study**, pp. 2-17. Draper. **Steps in Clothing Skills**, pp. 9-58. Lewis, Bowers, and Kettunen. **Clothes and Your Personality**, pp. 1-17.
2.	Have students brainstorm in small groups to develop why, when and where lists. Compare their list with those of another group.	Paper and pencil
3.	a. Write definitions for terms. b. Write a sentence for each term. c. Discuss meanings in a class discussion.	Paper and pencil Dictionary Textbooks
4.	Preview the filmstrip and transparencies. Use as a group or individual activity.	Filmstrip projector Overhead projector Screen Cassette player

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
		Filmstrip: Butterick. **Basic Concepts in Home Economics**, Program 4, "Choosing Your Clothes" Transparencies: Butterick. "See and Sew: Know Yourself and Your Environment," Folder 1, Frame 6
5.	Student Self-Check	Paper and pencil
6.	Have students collect magazine pictures showing various functions of clothing including the communication of messages. Using these pictures, have students create a poster.	Magazines Materials for posters: poster board, glue, scissors, markers, tape
7.	FHA/HERO Have members present a fashion show to illustrate clothing used in various aspects of living.	
8.	Provide a test for each student's Check-Out Activity.	Selected questions from the Check-Out Activity Sheet, PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING, in this module.
	You may use questions from the Check-Out Activity Sheet included in this module or you may make up questions.	Answers to the Check-Out Activity Sheet are provided.
	Use the Evaluator's Final Checklist to check out each student.	A master copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Design a garment that identifies his/her personality.
- Compare magazines that are dated 5 years or more apart for changes in psychological, physical, social, and behavioral aspects of clothing.
- Research some historical clothing styles and describe how you would feel if you wore them.
- Write to Butterick and/or Simplicity Companies for career information on designing clothing.

Check-Out Activity Sheet

PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING

Directions to the Instructor

Choose questions from this Check-Out Activity Sheet for each student's check-out activity, OR develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: For each of the following functions of clothing:

1. Identify whether it relates to the psychological, physical, social, or behavioral aspects of why clothing is worn. Indicate your answer by placing the correct letter on the blank to the left of each function as indicated below:

   A for psychological aspects
   B for physical aspects
   C for social aspects

2. List two (2) specific examples for each of the functions in the spaces provided.

1. _____ Protection
   1)
   2)

2. _____ Adornment
   1)
   2)

3. _____ Self-Expression
   1)
   2)

4. _____ Social Status
   1)
   2)

5. _____ Group Identity
   1)
   2)

6. _____ Ritual or Ceremony
   1)
   2)

7. _____ Ethnic Backgrounds
   1)
   2)

8. _____ Modesty
   1)
   2)

9. _____ Climate Control
   1)
   2)

10. _____ Occupational Identity
    1)
    2)

Check-Out Activity Sheet

ANSWERS

PSYCHOLOGICAL, PHYSICAL, SOCIAL AND BEHAVIORAL ASPECTS OF CLOTHING

1. B - football helmet, scientist's laboratory coat, apron
2. A - jewelry, evening gown
3. A - fad clothing, personalized items: e.g., monograms
4. C - football uniform, cheerleader's uniform
5. C - school uniform, t-shirt with a club logo
6. C - wedding gown, graduation cap and gown
7. C - peasant dress, Indian headdress, kilt
8. D - bathing suit, intimate apparel
9. B - snow boots, gloves or mittens
10. C - uniforms of firemen, doctors

Other examples are acceptable at the instructor's discretion.

Master Copy

Evaluator's Final Checklist

PSYCHOLOGICAL, PHYSICAL, SOCIAL, AND BEHAVIORAL ASPECTS OF CLOTHING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

Instructor's Guide Sheet

ELEMENTS OF DESIGN

CONTENTS OF MODULE

Student Information	Activity	
OPTIONAL ILLUSION WORKSHEET	2	
THE COLOR WHEEL	3	
COLOR WORKSHEET	4	
Student Self-Check		
ELEMENTS OF DESIGN	8	
ANSWERS	8	
Evaluator's Final Checklist		
ELEMENTS OF DESIGN	10	
Check-Out Activity Sheet		
ELEMENTS OF DESIGN	10	Instructor's Guide Sheet
ANSWERS	10	Instructor's Guide Sheet

RECOMMENDED AUDIO-VISUAL MATERIALS

Slides, Singer Sewing, "Figure Flattery through Optical Illusion"	5
Transparencies, Butterick, Basic Concepts in Home Economics, "Line and Design in Clothing"	5

RECOMMENDED REFERENCES

TOPIC: Elements of Design	1
Vanderhoff, Margil. **Clothes, Clues, and Careers,** 1977 edition.	

Instructor's Guide Sheet

ELEMENTS OF DESIGN

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about the elements of design in clothing, have them watch a teacher demonstration on how lines, textures, and color in clothing create optical illusions.	RECOMMENDED REFERENCE Vanderhoff. **Clothes, Clues, and Careers**, pp. 72-87. ADDITIONAL REFERENCES Brinkley, Chamberlain, and Champion. **Teen Guide to Homemaking.** Carson. **How You Look and Dress.** Craig. **Clothing: A Comprehensive Study.** Davis and Peeler. **Lessons in Living.** Lewis, Bowers, and Kettunen. **Clothes and Your Personality.**
2.	Have students complete OPTICAL ILLUSIONS WORKSHEET. Discuss answers in small groups.	Paper and pencil
3.	Have students complete THE COLOR WHEEL WORKSHEET.	Paints, brushes A master copy of Student Information, THE COLOR WHEEL, is provided.
4.	Have students complete COLOR WORKSHEET.	Pencil A master copy of Student Information, COLOR WORKSHEET, is provided.

20

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
5.	Preview filmstrip and transparencies. Use as a group or individual activity.	Filmstrip projector Overhead projector Screen Cassette player Filmstrip: Singer. "Figure Flattery Through Optical Illusion" Transparencies: Butterick. **Basic Concepts in Home Economics**, "Line and Design in Clothing"
6.	Have students collect pictures illustrating color harmonies, lines, and designs in clothes.	Magazines Catalogues
7.	Have students collect fabric samples showing various textures.	Fabric samples Paper Markers Glue OPTICAL ILLUSIONS WORKSHEET
8.	Student Self-Check	Paper and pencil
9.	FHA/HERO a. Have members write a "Dear Gabby" letter asking for advice in selecting clothes to camouflage a particular figure problem or to emphasize a becoming feature. b. Have members participate in a "Dear Gabby" session in which they take a letter from Gabby's mailbox, read it aloud, and give their answer.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
10.	Provide a test for each student's Check-Out Activity.	Selected questions from the Check-Out Activity Sheet, ELEMENTS OF DESIGN, are in this module.
	You may use questions from the Check-Out Activity Sheet included in this module or you may make up questions.	Answers to the Check-Out Activity Sheet are provided.
	Use the Evaluator's Final Checklist to check out each student.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

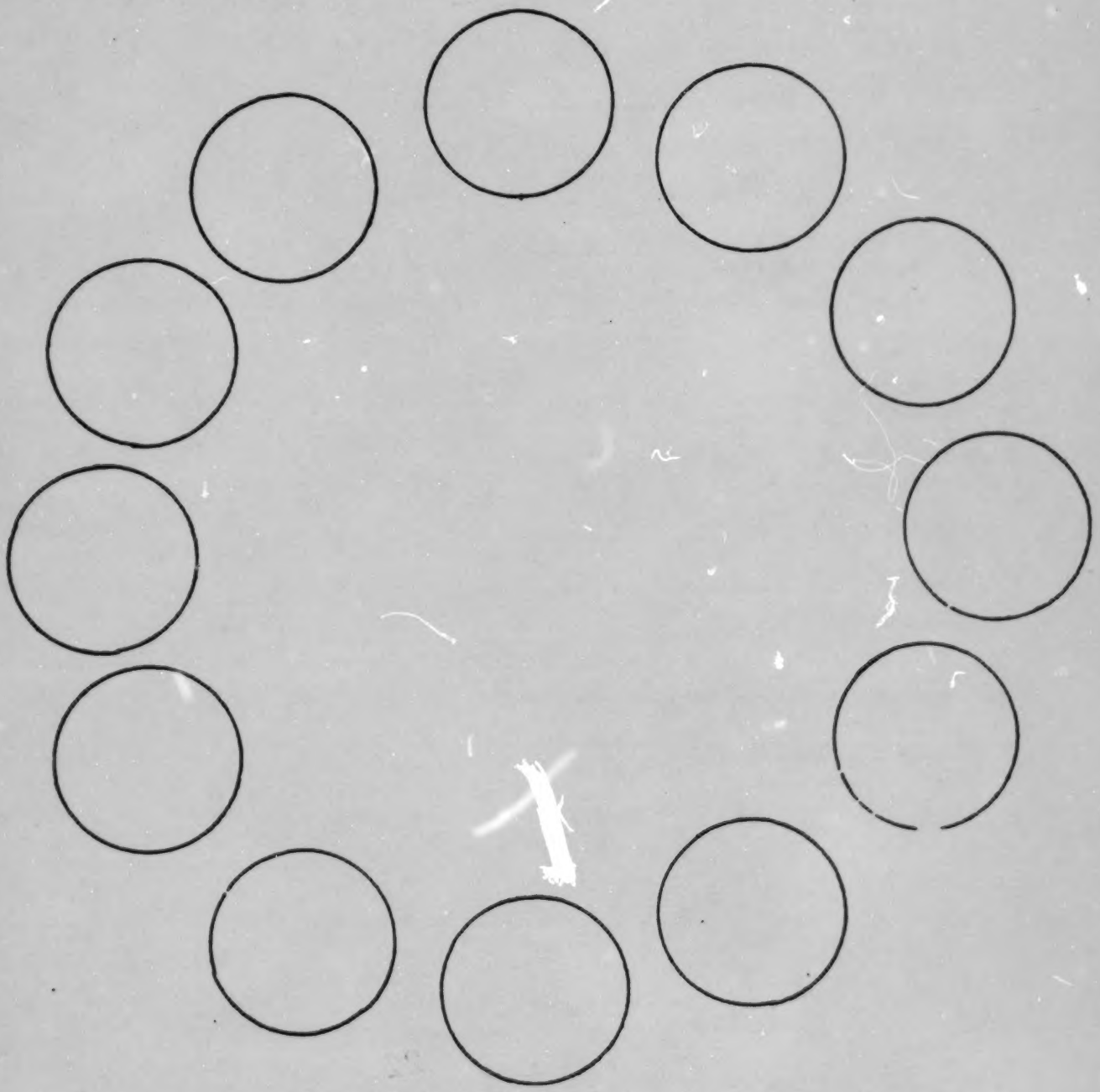
Encourage the student(s) to:

- Create a collage using a variety of textures, lines, and colors in dress fabrics.
- Think of ways colors affect our moods and reflect our personalities.
- Make an accessory to enhance his/her coloring or figure.

Student Information

THE COLOR WHEEL

Make a colorwheel, using the paints provided.



Identify primary colors by joining them with a solid —— line and **secondary** colors with a broken - - - line. The remaining colors are known as **intermediate** colors.

Student Information

COLOR WORKSHEET

Directions: Complete the following statements concerning color. Write your answers in the spaces provided.

The Color Wheel

1. Another name for COLOR is _____.
2. The PRIMARY colors are: _____, _____, and _____.
3. The SECONDARY colors are: _____, _____, and _____.
4. The INTERMEDIATE colors are: _____, _____, and _____.
5. A NEUTRAL color is one which _____.
   Two examples would be _____ and _____.

Color Equations

A TINT = a color + _____.
(An example is _____ + _____ = _____.)

A SHADE = a color + _____.
(An example is _____ + _____ = _____.)

The INTENSITY of a color = _____.

WARM colors = _____, _____, _____.

COOL colors = _____, _____, _____.

Fill in the following information about your coloring.

My eyes are _____.
My hair is _____.
My skin color is _____ black _____ yellow _____ red _____ white _____ brown
My skin tone is _____ warm _____ cool

Check-out Activity Sheet

ELEMENTS OF DESIGN

Directions to the Instructor

Choose questions from this Check-Out Activity Sheet for each student's check-out activity, OR develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Choose the answer which best completes the following statements. Put the letter of the correct answer in the space to the left of each statement.

_____ 1. A hue is

a. the lightness or darkness of a color
b. the brightness or dullness of a color
c. the name of a color

_____ 2. Red, blue, and yellow are known as

a. primary colors
b. secondary colors
c. intermediate colors

_____ 3. Vertical lines give the illusion of

a. fullness
b. width
c. height

_____ 4. Red and yellow are known as

a. cool colors
b. warm colors
c. receding colors

_____ 5. Secondary colors include

a. yellow, green, and violet
b. red, orange, and blue-violet
c. green, orange, and violet

_____ 6. All one color scheme is called

a. monochromatic
b. complementary
c. analogous

_____ 7. Horizontal lines give the illusion of

a. width
b. height
c. both of the above

_____ 8. Warm colors make a figure appear

a. smaller
b. taller
c. heavier

_____ 9. White added to a color is a

a. value
b. tint
c. shade

_____10. If your figure is heavy and you are trying to look slimmer, you should choose clothes with

a. horizontal lines, blues, and dark shades
b. vertical lines, blues, and dark shades
c. vertical lines, yellows, and light shades

_____11. The smoothness or roughness of a fabric is called

a. "hand"
b. texture
c. value

_____12. To appear shorter, a person should wear lines that are

a. vertical
b. horizontal
c. diagonal

_____13. Beige, black, and white are called

a. secondary colors
b. complimentary colors
c. neutral colors

_____14. An example of a struture line would be

a. a seam
b. a row of buttons
c. a belt

_____15. A large printed fabric makes the figure appear

a. slimmer
b. the same
c. heavier

Check-Out Activity Sheet

ANSWERS
ELEMENTS OF DESIGN

1. c
2. a
3. c
4. b
5. c
6. a
7. a
8. c
9. b
10. b
11. b
12. a
13. c
14. a
15. c

Evaluator's Final Checklist

ELEMENTS OF DESIGN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

Instructor's Guide Sheet

PRINCIPLES OF DESIGN

CONTENTS OF MODULE

Student Information	Activity	
PRINCIPLES OF DESIGN WORKSHEET	2	
Student Self-Check		
PRINCIPLES OF DESIGN	5	
ANSWERS	5	
Evaluator's Final Checklist		
PRINCIPLES OF DESIGN	7	
Check-Out Activity Sheet		
PRINCIPLES OF DESIGN	7	Instructor's Guide Sheet
ANSWERS	7	Instructor's Guide Sheet

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmstrip, Singer Sewing, "Figure Flattery Through Optical Illusion" 3

RECOMMENDED REFERENCES

TOPIC: Principles of Design 1

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977 edition.

Instructor's Guide Sheet

PRINCIPLES OF DESIGN

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
BB	Prepare a bulletin board to show examples of proportion, balance, emphasis, and rhythm in fashion.	Bulletin board materials Magazines
1.	After students have read about the principles of design, conduct a teacher-led discussion on how these design principles are used in fashion.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 88-96. ADDITIONAL REFERENCE Carson. **How You Look and Dress.**
2.	Have students complete PRINCIPLES OF DESIGN WORKSHEET. Check their answers in a class discussion.	Paper and pencil
3.	Preview filmstrip. Use as a group or individual activity.	Filmstrip projector Screen Filmstrip: Singer, "Figure Flattery Through Optical Illusion"
4.	Have students find pictures of garments showing the principles of design. Have them create a collage or poster with the pictures.	Magazines Scissors Paper Glue
5.	Student Self-Check	Paper and pencil
6.	Have members assemble a collection and have an "accessories try-on" session to show how accessories can produce various design principles in clothes.	

30

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	Provide a test for each student's Check-Out Activity.	Selected questions from the Check-Out Activity Sheet, PRINCIPLES OF DESIGN, in this module.
	You may use questions from the Check-Out Activity Sheet included in this module or you may make up questions.	Answers to the Check-Out Activity Sheet are provided.
	Use the Evaluator's Final Checklist to check out each student.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Bring a garment to class which is a good or poor example of a principle of design.
- Design teenage boy or girl paper doll fashions to illustrate various principles of design.

Check-Out Activity Sheet

PRINCIPLES OF DESIGN

Directions to the Instructor

Choose questions from this Check-Out Activity Sheet for each student's check-out activity, OR, develop pertinent questions that are not in this listing. Be sure the questions relate to the Learning Activities provided in the module.

Directions: Define the following design terms and give a specific example of each as it is found in clothing.

1. Formal balance
2. Informal balance
3. Proportion
4. Scale
5. Emphasis
6. Repetition
7. Harmony
8. Rhythm
9. Contrast
10. Progression

Check-Out Activity Sheet

ANSWERS

PRINCIPLES OF DESIGN

1. Design is even or symmetrical (jacket with pockets on right and left sides).
2. Design is uneven or asymmetrical (front-wrap skirt with buttoned closing).
3. A pleasing distribution of spaces in the design (suit with jacket at hipline).
4. The relationship of the size of one thing to another (large floral print = large scale).
5. Design attracts attention to a certain point on the garment (a ruffled dickey on a blouse).
6. Repeating lines and patterns in a garment (pleated skirt).
7. Combining design elements in a unified way which is pleasing to the eye (denim jeans and a cotton plaid shirt).
8. The arrangement of the design creates movement of the eye from one part to another (plaid fabric).
9. Emphasis created by the use of a different design, color, or texture (white dress with red leather belt).
10. A series of similar designs arranged from large to small or small to large (skirt with tiers in graduated widths).

Master Copy

Evaluator's Final Checklist

PRINCIPLES OF DESIGN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

STYLE AND FASHION IN CLOTHING

CONTENTS OF MODULE

Student Information	Activity	
HISTORY OF FASHION WORKSHEET	3	
Student Self-Check		
THE FASHION CYCLE	5	
ANSWERS	5	
Evaluator's Final Checklist		
STYLE AND FASHION IN CLOTHING	7	
Check-Out Activity Sheet		
FASHION HISTORY	7	Instructor's Guide Sheet

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmstrip, Butterick, "American Woman - 200 years of Authentic Fashions" and "American Male" — 2

RECOMMENDED REFERENCES

TOPIC: Fashion Trends and Cycles — 1

Vanderhoff, Margil. Clothes, Clues, and Careers

Instructor's Guide Sheet

STYLE AND FASHION IN CLOTHING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about fashion trends and cycles, lead a class discussion to identify the factors which influence fashion.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 22-40. ADDITIONAL REFERENCES Carson, Byrta. **How You Look and Dress.** Craig. **Clothing: A Comprehensive Study.** Lester and Keer. **Historic Costume.** Lewis, Bowers, and Kettunen. **Clothes and Your Personality.**
2.	Preview filmstrips. Use as a group or individual activity.	Filmstrip projector Screen Cassette recorder Filmstrips: Butterick, "American Woman - 200 Years of Authentic Fashions" and "American Male"
3.	Have students complete HISTORY OF FASHION WORKSHEET. Compile a class poster which describes fashions throughout history.	Paper and pencil Textbooks Materials for class poster: poster board, markers
4.	After students have collected magazine pictures, have them participate in a class discussion to relate current styles to past fashions.	Magazines Pictures of past styles
5.	Student Self-Check	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	FHA/HERO Have members interview his/her parents or grandparents to learn what fashions were popular when they were teenagers. Share information with other members at a group meeting.	
7.	Have student(s) select a period of fashion history to research. Present the information learned as outlined in Check-Out Activity, FASHION HISTORY.	Selected activities from the Check-Out Activity Sheet, FASHION HISTORY, are in this module.

Check-Out Activity Sheet

FASHION HISTORY

Directions to the Instructor

Choose activities from this Check-Out Activity Sheet for each student's check-out activity, OR develop pertinent activities that are not on this listing. Be sure that the activities relate to the Learning Activities provided in the module.

Directions: Choose one of the fashion periods listed in Learning Activity 3, Student Information, HISTORY OF FASHION and read to find out more about the clothes worn during that time. Select one of the following ways to present the information you have learned.

1. Dress a doll in a costume of that period.
2. Write a report on the fashions worn by men and/or women of the period.
3. Make a poster illustrating the styles worn during the period.
4. Prepare a series of 3" x 5" cards depicting the accessories of the period.
5. Create a fashion newspaper or magazine showing the fashions of the period.
6. Choose a well-known person of the period who influenced the fashions of the day and write a brief biography of his/her life and describe the styles that he/she made famous.

Evaluator's Final Checklist

STYLE AND FASHION IN CLOTHING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE

When presenting the fashions worn during the selected period of history the student:

A. Chose fashions which accurately represented the period.	( )	( )	( )
B. Planned and designed an artistic and attractive presentation of the fashions.	( )	( )	( )
C. Presented a comprehensive report of the current styles of the period.	( )	( )	( )

Instructor's Guide Sheet

BUYERSHIP

CONTENTS OF MODULE

Student Self-Check	Activity
CLUES FOR BUYING CLOTHES	6
ANSWERS	6
Evaluator's Final Checklist	
BUYERSHIP	8

RECOMMENDED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Clothing Buyership 1

Vanderoff, Margil. **Clothes, Clues, and Careers,** 1977 edition.

Foster, et al. **Creative Living,** 1979 edition.

Instructor's Guide Sheet

BUYERSHIP

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
BB	Construct a bulletin board, using a ready-made garment to illustrate what points to look for when making a similar purchase.	Garment Bulletin board supplies
1.	After the students have read about clothing buyership, lead a class discussion on quality construction, styling details, and other characteristics of a good purchase. Help students develop a class list of things to consider when purchasing ready-made clothing.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 98-107, 123-125, 130-158. ADDITIONAL REFERENCES Foster, et al. **Creative Living**, pp. 424-427. Gawne and Oerke. **Dress.** Liddell, Louse. **Clothes and Your Appearance**, pp. 98-107, 123-125, 130-158.
2.	After students have completed their interviews, divide them into small groups to share their findings.	
3.	Have students share their experiences in a class discussion.	
4.	Lead a class discussion on satisfactory and unsatisfactory clothing purchases.	Garments from home
5.	Elicit ideas from students concerning buying practices. Define terms and compile a class list of do's and don't's when shopping.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	Student Self-Check	Paper and pencil
7.	FHA/HERO Have members invite a fashion merchandiser from a local store to come and talk about factors to consider when buying clothes.	
8.	Have students describe a garment that they might purchase in the near future and list factors they should consider before making their purchase.	Paper and pencil
	Use the Evaluator's Final Checklist to check each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist
BUYERSHIP

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student described a garment which might be purchaed in the future.	( )	( )	( )
When listing the points one should consider when making clothing purchases, the student identified 80% of the factors to be considered.			
A. Read care labels carefully.	( )	( )	( )
B. Checked garment for good construction.	( )	( )	( )
C. Selected colors and fabrics which go with your wardrobe.	( )	( )	( )
D. Selected a style that is becoming to body type, personality, and lifestyle.	( )	( )	( )
E. Made sure garment fits well.	( )	( )	( )
F. Chose garment in affordable price range.	( )	( )	( )
G. Shopped in a reliable store.	( )	( )	( )
H. Avoided sale gimmicks and false bargains.	( )	( )	( )

Other answers may be considered at the instructor's discretion.

Instructor's Guide Sheet

CLOTHING LABELING

CONTENTS OF MODUEL

Student Self-Check	Activity
CARE LABELS	7
ANSWERS	7
Evaluator's Final Checklist	
CLOTHING LABELING	9

RECOMMENDED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Labels and Hang Tags 1

Vanderhoff, Margil. **Clothes Part of Your World**, 1973.

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977.

TOPIC: Clothing Care 3

Consumer Affairs Committee, American Apparel Manufacturers' Association, Inc. **Consumer Care Guide for Apparel**, 1972 edition.

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977.

TOPIC: Care for Specific Garments 5

Vanderhoff, Margil. **Clothes Part of Your World**, 1973.

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977.

Instructor's Guide Sheet

CLOTHING LABELING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.-2.	After students have read references on hang tags and labels, have students discuss the differences between hang tags and labels and summarize the in formation required on each.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 167-169. Vanderhoff, Margil. **Clothes Part of Your World**, pp. 128-129.
3.	Have students read reference provided about clothing care and then participate in a teacher-led discussion about clothing care in which examples of clothing requiring various kinds of care are displayed.	RECOMMENDED REFERENCE American Apparel Manufacturers Association, Inc., Consumer Affairs Committee. **Consumer Care Guide for Apparel**, 1972.
4.	Construct a bulletin board with hand tags and labels brought in by students. Use headings such as "Machine Wash," "Hand Wash," "Dry Clean Only."	An assortment of: Hang tags Labels Construction paper
5.	After students have read references - regarding factors which determine care of specific garments, have students discuss these factors.	RECOMMENDED REFERENCES Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 162-166. Vanderhoff, Margil. **Clothes Part of Your World**, pp. 118-127.
6.	Student Self-Check. Use Consumer Care Guide Sheet or other references.	Paper and pencil
7.	FHA/HERO Have students develop and conduct a survey to determine consumer awareness regarding care labels. Survey teachers, students, parents, salespeople in fabric stores, and people on the street.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out by making a complete hang tag with all the necessary information.	Each student will need: Blank hang tags Pencils
	Objective (2) The student(s) will check out by evaluation of Learning Activity 4 or other display for consumer awareness.	Hang tags Labels Other construction materials
	Use the Evaluator's Final Checklist for checking each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist

CLOTHING LABELING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When considering clothing labeling the student:			
A. Completed an original hang tag which includes all the necessary consumer awareness information.	( )	( )	( )
B. Prepared a display of hang tags and labels for consumer awareness.	( )	( )	( )

Instructor's Guide Sheet

CLOTHING CARE

CONTENTS OF MODULE

Student Self-Check	Activity
FIBER FACTS	3
ANSWERS	3
A TYPICAL LAUNDRY	9
ANSWERS	9
IRONING AND PRESSING	13
ANSWERS	13
CLOTHES STORAGE	15
ANSWERS	15
Evaluator's Final Checklist	
CLOTHING CARE	19

RECOMMENDED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: 5

Vanderhoff, Margil. **Clothes Part of Your World**, 1973.

Craig, Hazel T. **Clothing: A Comprehensive Study**, 1973.

TOPIC: Laundering

Proctor and Gamble Educational Series. **Learning About Laundering.**

Foster, et al. **Creative Living**, 1979.

TOPIC: Laundry Care 7

Clorox. **Wear and Care Program.**

Craig, Hazel T. **Clothing: A Comprehensive Study**, 1973.

	Activity
TOPIC: Ironing and Pressing	11
Carson, Byrta. **How You Look and Dress,** 1969.	
Foster, et al. **Creative Living,** 1979.	
TOPIC: Storing Clothes	14
Vanderhoff, Margil. **Clothes part of Your World,** 1973.	

Instructor's Guide Sheet

CLOTHING CARE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Explain and demonstrate how to untwist thread to make fibers. Discuss how fibers become yarns.	Collection of threads of different widths, scissors RECOMMENDED REFERENCE Foster, et al. **Creative Living,** pp. 418-419.
2.	Use make-shift weaving equipment such as cardboard or box looms if regular looms are not available. Demonstrate and discuss how yarns are made into fabrics.	Looms, shuttles, thread, yarn, and spinning wheels or use hands to twist fibers.
3.	Student Self-Check	Paper and pencil
4.	Ask students for contributions of garments with care labels in the garment. Discuss the types of instructions given on care labels and the need for sorting.	Garments with care labels, boxes marked for sorting the laundry
5.	Use other references if one listed is not available. Discuss the points brought out in the reading.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes part of Your World,** pp. 131-146. ADDITIONAL REFERENCE Craig, Hazel T. **Clothing: A Comprehensive Study.**
6.	Use other references if one listed is not available. Divide students into small groups. Have students make a list of the steps to follow when laundering. Number the steps in sequential order.	RECOMMENDED REFERENCE Proctor & Gamble. **Learning About Laundering.** ADDITIONAL REFERENCE Foster, et al. **Creative Living,** pp. 446-456.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	Use other references if one listed is not available. Have students share experiences in which the wrong care was given to a garment.	RECOMMENDED REFERENCE Clorox. **Wear and Care Programs.** ADDITIONAL REFERENCES Craig, Hazel T. **Clothing: A Comprehensive Study.** Vanderhoff, Margil. **Clothes, Clues, and Careers,** pp. 173-183.
8.	Use as a group activity. Have students judge each other's charts for accuracy, completeness, and interest.	Poster board Magic markers Stain removal phamphlets RECOMMENDED REFERENCES Craig, Hazel T. **Clothing: A Comprehensive Study.** Vanderhoff, Margil. **Clothes, Clues, and Careers,** pp. 170-172.
9.	Student Self-Check	Paper and pencil
10.	Garments donated by students. Work in small groups. You may wish to have students prepare stain samples (fruit, coffee, tea, oil) from the foods lab for laundering.	Garments Stain removal information and supplies Laundry supplies Washing machine Supplies for hand wash
11.	Use other references if one listed is not available. Discuss the settings appropriate for specific fabrics.	RECOMMENDED REFERENCE Carson, Byrta. **How You Look and Dress,** pp. 48-51. ADDITIONAL REFERENCES Foster, et al. **Creative Living,** pp. 457-458. Vanderhoff, Margil. **Clothes, Clues, and Careers,** pp. 187-191.
12.	Demonstrate ironing and pressing techniques for particular fabrics and discuss rules to remember when using a steam or dry iron.	Paper and pencil Iron Ironing board Garments

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
13.	Student Self-Check	Paper and pencil
14.	Use other references if one listed is not available. Discuss storage of specific out-of-season clothes and reasons for particular methods of storage.	RECOMMENDED REFERENCES Vanderoff, Margil. **Clothes Part of Your World**, pp. 146-150. Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 192-196.
15.	Student Self-Check	Pencil and paper
16.	Demonstrate proper procedures for the garment. Allow students to practice and watch methods used by classmates.	Garments Steam dry iron Ironing board
17.	Allow students to work in small groups to discuss and determine methods of storage.	Garments Boxes Tissue paper Hangers Clothespins Pins
18.	FHA/HERO Volunteer to help an elderly or invalid person in your neighborhood with his/her clothing care. Invite a representative from a local cleaners to speak to your group about seasonal storage of clothing.	
19.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module. Objective (1) The student(s) will check out by completing Activity 4.	See individual activities

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (2) The student(s) will check out by completing Activity 10.	
	Objective (3) The student(s) will check out by completing Activity 8.	
	Objective (4) The student(s) will check out by completing Activities 12 and 16.	
	Objective (5) The student(s) will check out by completing Activity 17.	
	Use the Evaluator's Final Checklist for checking out the student.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Review the laundry done by their families in a typical week. What special soils or stains need pretreatment? How many laundry loads are done? What products are used?

- Observe a demonstration on fabrics which can and cannot be bleached. Use duplicate swatches of fabric — ne treated with bleach — one not treated.

- Practice or demonstrate laundry skills in the classroom.
  1. Remove spots
  2. Iron a blouse or shirt
  3. Storage of clothes
  4. Hand wash a wool item and nylon hose

Master Copy

Evaluator's Final Checklist
CLOTHING CARE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When practicing clothing care the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A.	Located and interpreted care labels.	( )	( )	( )
B.	Sorted clothes in groups: (1) hand wash, (2) machine wash, and (3) dry clean only, acording to labels.	( )	( )	( )
C.	Sorted machine wash clothes into: (1) gentle, (2) regular, (3) darks, (4) colors, and (5) whites.	( )	( )	( )
D.	Prepared a stain removal chart.	( )	( )	( )
E.	Removed common stains.	( )	( )	( )
F.	Prepared clothes for laundry by removing unwashable items and zipping the zippers.	( )	( )	( )
G.	Ironed and pressed garments correctly.	( )	( )	( )
H.	Selected proper methods for storing out-of-season clothes.	( )	( )	( )

Instructor's Guide Sheet

MAINTAINING ACCESSORIES

CONTENTS OF MODULE

Student Self-Check	Activity
MAINTAINING ACCESSORIES	3
ANSWERS (See Evaluator's Final Checklist)	3
Evaluator's Final Checklist	
MAINTAINING ACCESSORIES	5

RECOMMENDED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Accessories 1

Graef, Strom. **Concepts in Clothing**, 1976.

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977.

Instructor's Guide Sheet

MAINTAINING ACCESSORIES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if the ones listed are not available.	RECOMMENDED REFERENCES Graef, Strom. **Concepts in Clothing**, pp. 87-89. Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 162-195.
	Discuss types of materials and various methods of care for accessories. Ask students to suggest methods of caring for specific accessories. Discuss what may occur from lack of care.	ADDITIONAL REFERENCES Davis/Peeler. **Lessons in Living.** Dunn, Bailer, Draper. **Steps in Clothing Skills.**
2.	Use as group or individual activity. Demonstrate methods of cleaning for each type of accessory.	Bag or purse and shoes Cleaning equipment and supplies such as saddle soap, polish assortment, commercial cleaners, suede brush, soap, water, buckets, and soft cloths
3.	Student Self-Check	Paper and pencil
4.	FHA/HERO Set up a consumer product testing service to test the effectiveness of a variety of commercial leather cleaners. Have students publish their results.	Leather cleaning products Soft cloths Leather accessories in need of cleaning Paper Pencils
5.	You may want the student(s) to check out on one of the objectives. If this is the case avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (1) The student(s) will check out on cleaning bag or purse.	Each student will need saddle soap, polish assortment, commercial cleaners, suede brush, soap, water, buckets, and soft cloths.
	Objective (2) The student(s) will check out on cleaning shoes.	
	Objective (3) The student(s) will check out on polishing shoes.	
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Compare cleaning techniques and the results with classmates to learn different cleaning and care practices.

Evaluator's Final Checklist

MAINTAINING ACCESSORIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When cleaning bag or purse the student:			
1. Examined for soiled/stained areas.	( )	( )	( )
2. Determined method suitable for cleaning.	( )	( )	( )
3. Tested inconspicuous area for reaction to determined cleaning method.	( )	( )	( )
4. Cleaned purse by one of the following methods:	( )	( )	( )
Cleaned with commercial cleaner			
1. Dipped brush in dry cleaning fluid.	( )	( )	( )
2. Cleaned fabric.	( )	( )	( )
3. Sprayed entire purse.	( )	( )	( )
4. Placed in well ventilated area to dry.	( )	( )	( )
Cleaned with soap and water			
1. Dipped soft cloth in soapy water.	( )	( )	( )
2. Wiped purse.	( )	( )	( )
3. Removed soap.	( )	( )	( )
4. Hung in open area to dry.	( )	( )	( )
Machine washed			
1. Pretreated soiled areas with cleaner.	( )	( )	( )
2. Selected water temperature.	( )	( )	( )
3. Added detergent.	( )	( )	( )
4. Added soiled purse.	( )	( )	( )
5. Selected desired wash cycle.	( )	( )	( )
6. Washed.	( )	( )	( )
7. Dried.	( )	( )	( )

Evaluator's Final Checklist

MAINTAINING ACCESSORIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B. When cleaning shoes the student:			
1. Examined for soiled/stained areas.	( )	( )	( )
2. Determined method suitable for cleaning.	( )	( )	( )
3. Tested inconspicuous area for reaction to determine cleaning method.	( )	( )	( )
4. Cleaned shoes by one of the following methods.	( )	( )	( )
Hand washed/wiped			
1. Dampened cloth or brush.	( )	( )	( )
2. Rubbed soiled/stained area.	( )	( )	( )
Machine washed			
1. Spot cleaned soiled/stained area.	( )	( )	( )
2. Loaded machine.	( )	( )	( )
3. Washed.	( )	( )	( )
4. Dried.	( )	( )	( )
Cleaned with commercial cleaner			
1. Dampened cloth with commercial cleaner.	( )	( )	( )
2. Rubbed spots and stains.	( )	( )	( )
3. Placed in ventilated area to dry.	( )	( )	( )
(or for suede...)			
1. Dampened shoes with chemical cleaner.	( )	( )	( )
2. Brushed shoes with wire suede brush.	( )	( )	( )
3. Placed in ventilated area to dry.	( )	( )	( )

Evaluator's Final Checklist

MAINTAINING ACCESSORIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
C. When polishing shoes the student:			
1. Examined for soiled/stained areas.	( )	( )	( )
2. Determined method suitable for cleaning.	( )	( )	( )
3. Tested inconspicuous area for reaction to cleaning method and proceeded to next step if results were satisfactory.	( )	( )	( )
4. Cleaned shoes.	( )	( )	( )
5. Polished shoes using one of the following methods.	( )	( )	( )
Liquid polished			
1. Cleaned with saddle soap.	( )	( )	( )
2. Applied liquid polish.	( )	( )	( )
3. Dried.	( )	( )	( )
Cream polished			
1. Cleaned with saddle soap.	( )	( )	( )
2. Applied cream polish.	( )	( )	( )
3. Dried.	( )	( )	( )
4. Buffed.	( )	( )	( )
Soap and water			
1. Washed shoes with suds and brush.	( )	( )	( )
2. Rinsed.	( )	( )	( )
3. Placed shoes on shoe tree.	( )	( )	( )
4. Dried.	( )	( )	( )
Vaseline or cold cream			
1. Applied vaseline or cold cream to shoes.	( )	( )	( )
2. Wiped off excess.	( )	( )	( )

Instructor's Guide Sheet

STITCHING BY HAND

CONTENTS OF MODULE

Student Self-Check	Activity
STITCHING BY HAND	7
ANSWERS	7
Evaluator's Final Checklist	
STITCHING BY HAND	10

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmstrip, Butterick, "See and Sew Series" 1

RECOMMENDED REFERENCES

TOPIC: Hand Stitching 1,3

Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978.

Gawne and Oerke. **Dress,** 1975.

Draper and Bailey. **Steps in Clothing Skills,** 1978.

Sturm, Mary. **Guide to Modern Clothing,** 1973.

Instructor's Guide Sheet

STITCHING BY HAND

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if ones listed are not available. Discuss the types of hand stitches which the reading covers and have students describe appropriate uses for each.	RECOMMENDED REFERENCES Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 75-81. Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 230-240. ADDITIONAL REFERENCE Draper and Bailey. **Steps in Clothing Skills.**
2.	Display and label samples of hand stitches.	Samples of hand stitches: Fabric scraps Hand needles Contrasting thread Scissors Thimble (opt.)
3.	Use other references if one listed is not available.	RECOMMENDED REFERENCES Strum, Mary. **Guide to Modern Clothing**, pp. 390-395.
4.	Demonstrate the hand stitches you have selected for students to learn. Demonstrate in small groups, possibly while some students are still reading.	Fabric scraps Hand needles Contrasting thread Scissors Thimble (opt.)
5.6.	Use fabric samples so students can practice hand stitching. You may wish to have students do all their samples on one piece of fabric to prevent losing their work, or on several pieces of fabric so you can evaluate each as it is completed.	Fabric samples Fabric scraps Hand needles Contrasting thread Scissors Thimble (opt.)
7.	Student Self-Check	Pencil and paper

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	Student will apply appropriate stitches to the garment chosen. Check stitch selected before it is completed.	Garment Hand needles Matching thread Scissors Thimble (opt.)
9.	FHA/HERO Students may offer their services to an elderly person not able to hem or hand stitch a garment.	
10.	Have students label their samples when completed and leave them for the instructor to evaluate.	Pencil Student's finished hand stitching
	Objective (1) Student(s) will check out on hand stitching.	Each student will need fabric scraps, hand needles, contrasting thread, scissors, and thimble (opt.).
	Use Evaluator's Final Checklist for checking out the student.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Make samples of decorative hand stitching.
- Make lists of the ways hand stitches listed in this module can be used.

Evaluator's Final Checklist

STITCHING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When stitching by hand the student:			
Sewed hand stitches			
1. neatly.	( )	( )	( )
2. evenly spaced.	( )	( )	( )
3. uniform in size.	( )	( )	( )
4. with appropriate thread.	( )	( )	( )
Sewed basting stitches			
1. so that slip basting did not show on right side.	( )	( )	( )
Sewed running stitches			
1. short.	( )	( )	( )
2. secured at one end.	( )	( )	( )
Sewed backstitches			
1. straight.	( )	( )	( )
2. no more than 1/8" (.3cm) long.	( )	( )	( )
Sewed whipstitches and overcast stitches			
1. so that they did not show on right side of fabric.	( )	( )	( )
2. close to edge.	( )	( )	( )
Sewed catchstitches			
1. with a uniform slant to thread.	( )	( )	( )
2. so they were not visible from right side of fabric.	( )	( )	( )
3. secured at each end.	( )	( )	( )
Sewed hemming stitches			
1. as inconspicuous stitches on right side of garment.	( )	( )	( )

Evaluator's Final Checklist

STITCHING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
Sewed pickstitches			
1. so they did not catch underlayer of fabric.	( )	( )	( )
2. so they matched the original or existing stitching.	( )	( )	( )
Sewed buttonhole stitches			
1. so they were not pulled too tight.	( )	( )	( )
2. so they had no spaces between stitches.	( )	( )	( )
3. secured at ends.	( )	( )	( )
Sewed blindstitching			
1. almost invisible from both right and wrong sides of fabric.	( )	( )	( )
2. secured at both ends.	( )	( )	( )
Sewed slip stitches			
1. almost invisible from right side.	( )	( )	( )
2. secured at both ends.	( )	( )	( )

Instructor's Guide Sheet

MACHINE OPERATION

CONTENTS OF MODULE

Student Self-Check	Activity
MACHINE OPERATION	5
ANSWERS	5
Evaluator's Final Checklist	
MACHINE OPERATION	7

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmstrip, Bergwall Productions
"Sewing Machine" 1

Filmstrip, Society for Visual Education, Inc.
"Learning to Use a Sewing Machine" 1

RECOMMENDED REFERENCES

Instructor's Guide Sheet

MACHINE OPERATION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1,2.	Use other references or audiovisuals if ones listed are not available. Discuss points to keep in mind when using a machine. Assign students to machines and hand out use and care booklets.	RECOMMENDED REFERENCES **Machine Operator's Manual** Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 198-204. RECOMMENDED AUDIO-VISUALS Bergwall Productions, "Sewing Machine"
3,4.	A demonstration of the parts of the machine and its use will be necessary. Demonstrate upper and lower threading, tension, stitch settings, bobbin winding and insertions, and stitching. Check student progress on bobbin winding, lifting bobbin thread, threading upper machine, and stitching.	Sewing machine Thread Bobbin Scrap fabrics
5.	Student Self-Check	Pencil and paper
6.	FHA/HERO Encourage students to teach an older person, relative, or classmate how to operate a machine.	Sewing machine Thread Bobbin Scrap fabrics
7.	Student(s) will check out by demonstrating safe and efficient use of the sewing machine. Use the Evaluator's Final Checklist for checking out the student.	Each student will need sewing machine, thread, bobbin, and scrap fabrics. A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the students to:

- Practice threading and operating the machine at home.
- Practice threading and operating different models of sewing machines.
- Practice using attachments or fancy stitching on the sewing machine.

Evaluator's Final Checklist
MACHINE OPERATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When operating the machine the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A.	Threaded bobbin and upper threading correctly.	( )	( )	( )
B.	Wound bobbin correctly.	( )	( )	( )
C.	Used the correct size machine needle on the fabric.	( )	( )	( )
D.	Used acceptable tension, pressure, and stitch length.	( )	( )	( )
E.	Sewed machine stitches of even length and similar on both sides of the fabric.	( )	( )	( )
F.	Demonstrated proper body posture and hand positioning for safe, efficient handling.	( )	( )	( )

STITCHING BY MACHINE

CONTENTS OF MODULE

	Activity
Student Self-Check	
STITCHING BY MACHINE	5
ANSWERS	6
Evaluator's Final Checklist	
STITCHING BY MACHINE	7

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Stitching by Machine — 2

Transparencies, Butterick, "See and Sew: Machine Stitching," Volume 3, #8

RECOMMENDED REFERENCES

TOPIC: Stitching by Machine — 1

Sturm, Mary. **Guide to Modern Clothing**, 1973 edition.

Butterick. **Quick and Easy Guide to Sewing Techniques**, 1978 edition.

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977 edition.

Instructor's Guide Sheet

STITCHING BY MACHINE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about machine stitching, have a group discuss the importance of having a clean sewing machine, correct pressure on presser foot, correct thread tension, and stitch balanced.	RECOMMENDED REFERENCES Sturm, Mary. **Guide to Modern Clothing**, pp. 290-300. Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 94-98. Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 200-204, 241-242. ADDITIONAL REFERENCES Liddell, Louise. **Clothes and Your Appearance**, p. 94-98.
2.	Preview transparencies. Use transparencies as individual or group activity. Have students state two facts learned from viewing transparencies.	Overhead projector Screen Transparencies
3.	Demonstrate machine stitching on fabric scraps and/or paper. Show each step of stitching by machine.	Sewing machine Paper stitching charts Thread Scissors/snips Pins/pincushion Fabric scraps or garment section
4.	Students can practice straight stitching and control on paper stitching charts. Next have students practice stitching on fabric scraps -- stitching 5/8" seams and backstitching. Stitching samples can be labeled, evaluated, and saved as a reference for the student.	Stitching charts Fabric scraps Sewing equipment listed in Learning Activity 3.
5.	Student Self-Check	Pencil and paper

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	FHA/HERO Use students as aides in class when they have mastered stitching by machine.	
7.	The student(s) will check out by stitching by machine.	Each student will need: A garment or fabric scraps. The appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage student(s) to:

- Make a report on the history and development of the sewing machine.
- Make several samples of decorative stitches, and list how and where they can be used.

Master Copy

Evaluator's Final Checklist

STITCHING BY MACHINE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When stitching by macnine, the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A.	Set the machine up with needle and bobbin thread extended backward.	( )	( )	( )
B.	Placed fabric under needle with the take-up lever in the highest position.	( )	( )	( )
C.	Placed fabric under presser foot with bulk of fabric to left and seam edge to right.	( )	( )	( )
D.	Lowered needle into fabric by turning wheel by hand.	( )	( )	( )
E.	Lowered presser foot.	( )	( )	( )
F.	Used stitch length appropriate to the weight and weave of the fabric.	( )	( )	( )
G.	Stitched with smooth even stitches in direction of grain.	( )	( )	( )
H.	Stitched with seam allowances even.	( )	( )	( )
I.	Backstitched in the appropriate areas.	( )	( )	( )
J.	Learned to remove the fabric from the machine.	( )	( )	( )

Instructor's Guide Sheet

SELECTION OF COMMERCIAL PATTERNS

CONTENTS OF MODULE

Student Information	Activity
PATTERN ENVELOPE WORKSHEET	10
Student Self-Check	
MEASUREMENTS AND PATTERN	5
ANSWERS	5
FABRICS AND NOTIONS	11
ANSWERS	11
Evaluator's Final Checklist	
SELECTION OF COMMERCIAL PATTERNS, FABRIC, AND NOTIONS	14

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Measurements, Figure Types and Pattern Envelopes 3

Transparencies, Butterick, "See and Sew Series," Volume I, # 2, 7, Volume II, # 1, 2, Volume VI, # 2, 3, 4

RECOMMENDED REFERENCES

TOPIC: Figure Types, Pattern Sizes, and Fabric Selection 2,6

Graef-Strom. **Concepts in Clothing**, 1976 edition.

Liddell, Louise. **Clothes and Your Appearance**, pp. 174-193, 229-236.

Reader's Digest: Complete Guide to Sewing, 1978 edition.

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977 edition.

Instructor's Guide Sheet

SELECTION OF COMMERCIAL PATTERNS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Develop or purchase chart on figure types and pattern sizes.	RECOMMENDED REFERENCES Sturm, Mary. **Guide to Modern Clothing**, pp. 244-245. Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 215-219.
2.	After students have read figure types and pattern sizes, have them tell two facts they learned from reading.	RECOMMENDED REFERENCES Liddell, Louise. **Clothes and Your Appearance**, pp. 229-236. Graef-Strom. **Concepts in Clothing**, pp. 160-162. **Reader's Digest: Complete Guide to Sewing**
3.	Preview transparencies. Use transparencies as group or individual activity.	Overhead projector Transparencies Screen
4.	Develop chart for students to record their body measurements. Divide the class into partners. Have partners take and record measurements on sheet provided.	RECOMMENDED REFERENCE Liddell, Louise. **Clothes and Your Appearance**, pp. 233-234.
5.	Student Self-Check	Paper and pencil
6.	After students have read information, have them share their personal likes and dislikes in fabrics.	RECOMMENDED REFERENCE Liddell, Louise. **Clothes and Your Appearance**, pp. 174-193.
7.	Various fabric swatches which are labeled with weave, fiber content, care instructions, and durability.	Fabric swatches of different weight, texture, and fiber content

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	Collect empty cardboard bolts from fabric store. Bolts should have consumer information clearly marked.	Four or five cardboard bolt ends
9.	Display of various notions. Have an example of each notion students would be using on garments. Attach card to each notion stating purpose and name.	Bias fold tape Seam binding Piping Buttons Cording Elastic Hooks and eyes Buckles Snaps Zippers Twill tape Thread Trim
10.	Distribute or post pattern envelopes to be used with worksheet.	Pattern envelopes (10)
11.	Student Self-Check	Paper and pencil
12.	Select five or more patterns and post on board. Students should make decisions based on learnings.	Five or more current patterns that could be used for class projects
13.	FHA/HERO Use students as aides in class when they have mastered the tasks.	
14.	You may want the student(s) to check out on only one or two of the three objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in the module.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (1) The student(s) will check out on selecting a pattern.	Each student will need the following tools. Commercial pattern board Measurement chart Tape measure Pencil
	Objective (2) The student(s) will check out on selecting fabric for a pattern.	Each student will need the following tools. Pattern Fabric samples (5 or more samples from which to select)
	Objective (3) The student(s) will check out on selecting notions for a pattern.	Each student will need the following tools. Pattern Notions Fabric samples (5 or more from which to select)
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage student(s) to:

- Read **Clothes and Your Appearnce**, pp. 194-205.
- Unravel fabric samples to observe yarns and fibers. Compare and contrast samples.
- Collect fabric samples, group, and label according to fiber content.
- Using construction paper, make samples of plain, basket, and twill weave.

77

Evaluator's Final Checklist

SELECTION OF COMMERCIAL PATTERNS, FABRIC, AND NOTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When selecting a pattern, the student:			
1. Recorded body measurements			
a) Height.	( )	( )	( )
b) Back from neck to waist.	( )	( )	( )
c) Bust/Chest.	( )	( )	( )
d) Waist.	( )	( )	( )
e) Hips.	( )	( )	( )
f) Sleeve length.	( )	( )	( )
g) Crotch.	( )	( )	( )
h) Inseam.	( )	( )	( )
2. Determined pattern type.	( )	( )	( )
3. Determined pattern size from pattern book charts.	( )	( )	( )
4. Selected a pattern.	( )	( )	( )
B. When selecting fabric for the pattern, the student:			
1. Determined amount of fabric for pattern from pattern envelope.	( )	( )	( )
2. Determined type of fabric from pattern envelope.	( )	( )	( )
3. Compared available fabrics for:			
a) Degree of wrinkling.	( )	( )	( )
b) Percent of stretch and recovery.	( )	( )	( )
c) Straightness of grain.	( )	( )	( )
d) Amount of weighting or sizing.	( )	( )	( )
e) Direction of design or pattern.	( )	( )	( )
f) Suitability to wearer.	( )	( )	( )
g) Label information concerning shrinkage, care, fabric content, and special finishes.	( )	( )	( )
4. Made fabric selection.	( )	( )	( )

Evaluator's Final Checklist

SELECTION OF COMMERCIAL PATTERNS, FABRIC, AND NOTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
C. When selecting the notions for pattern and fabric, the student:			
1. Determined notions needed for pattern.	( )	( )	( )
2. Coordinated notions and fabric in:			
a) Color.	( )	( )	( )
b) Texture.	( )	( )	( )
c) Style.	( )	( )	( )
d) Care.	( )	( )	( )
e) Durability.	( )	( )	( )
f) Scale.	( )	( )	( )
3. Set price within financial means.	( )	( )	( )
4. Chose notions.	( )	( )	( )

Instructor's Guide Sheet

USE OF A COMMERCIAL PATTERN

CONTENTS OF MODULE

Student Self-Check	Activity
ALTERATIONS	5
ANSWERS	5
GUIDESHEET, PATTERN SYMBOLS, AND MARKINGS	8
ANSWERS	8
CUTTING	15
Evaluator's Final Checklist	
USE OF A COMMERCIAL PATTERN	18

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "See and Sew," Volume 2, #3, 4, 5, 6 — 2

Transparencies, Butterick, "See and Sew," Volume 3, #1, 2. 3 — 7

Transparencies, Butterick, "See and Sew," Volume 3, #4 — 10

Transparencies, Butterick, "See and Sew," Volume 3, #6 — 13

Filmloop, McGraw-Hill, "Tracing" — 16

RECOMMENDED REFERENCES

TOPIC: Alterations — 1

Liddel, Louise. **Clothes and Your Appearance**, 1977.

Craig, Hazel T. **Clothing: A Comprehensive Study**, 1973.

Vanderhoff, Margil. **Clothes, Clues, and Careers**, 1977.

80

Instructor's Guide Sheet

USE OF A COMMERCIAL PATTERN

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if the ones listed are not available. Follow reading with discussion.	RECOMMENDED REFERENCES Liddell, Louise. **Clothes and Our Appearance**, pp. 247-256. Vanderhoff, Margil. **Clothes, Clues, and Careers**, pp. 220-224.
2.	Preview transparencies. Use other visuals if the one listed is not available. Use as a group or individual activity. Use demonstration on pattern alteration.	Overhead projector Screen Transparencies Demonstration materials
3.	Use this as a group or couple activity. Much guidance will be needed and teacher must check student's alteration decisions.	Pattern Guidesheet Body measurements Tape measure Pins
4.	Use this as a group or couple activity. Teacher guidance needed. Check student's pattern alteration for fit.	Pattern Guidesheet Body measurements Tape measure Pins Paper Scissors
5.	Student Self-Check	Paper and pencil
6.	Use a demonstration of fabric preparation first. Check student's plans for fabric preparation.	Demonstration equipment Washing machine Ironing board Iron

81

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	Preview transparencies. Use other visuals if the one listed is not available. Use as a group or individual activity. Use demonstration on the guidesheet and pattern symbols. Discuss visuals before students go on to Learning Activity 8.	Overhead projector Screen Transparencies Guidesheets Pattern pieces RECOMMENDED REFERENCE Vanderhuff, Margil. **Clothes, Clues, and Careers**, pp. 228-231.
8.	Student Self-Check	Paper and pencil
9.	Use this as a group or individual activity. Check each student's choice of layout for accuracy. Discuss and demonstrate correct pattern layout.	Guidesheet Pattern Pencil Fabric
10.	Preview transparencies. Use other visuals if the one listed is not available. Use as a group or individual activity. Use demonstration on the guidesheet and pattern symbols. Discuss points pertinent to layout of specific fabrics students are using.	Overhead projector Screen Transparencies Guidesheet Fabric Pins
11.	Use as individual or couple activity.	Pattern Pins Tape measure
12.	Use as individual or group activity. Check each student's work for accuracy.	Guidesheet Tape measure
13.	Preview transparencies. Use other visuals if the one listed is not available. Use as a group or individual activity. Use demonstration on cutting.	Overhead projector Screen Transparencies

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
14.	Use as individual or couple activity. Be sure to have checked each student's work before they cut.	Bent-handled shears
15.	Student Self-Check	Pencil and paper
16.	Use as an individual or couple activity. Demonstrate marking procedures on a variety of fabrics.	Tracing equipment Cut-out pattern pieces
17.	FHA/HERO Use students who have completed this module to aid in other classes.	
18.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	
	Objective (1) Student(s) will check out on altering a pattern.	Each student will need: Pattern Tape measure Pins Pencil Ruler Scissors Transparent tape Tissue paper Body measurements
	Objective (2) Student(s) will check out on cutting out garment.	Each student will need: Guidesheet Pattern pieces Fabric Tape measure Pins Shears

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Use the Evaluator's Final Checklist for checking out the student. *Check procedure at various points of completion.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Make alterations of pattern for another student.
- Develop a bulletin board showing how to make simple alterations.
- Prepare a display poster showing pattern markings and purpose of each marking.
- Give a demonstration showing ways to straighten grain of fabric.
- Visit a clothing store that does alterations. Observe how they make alterations on ready-made garments. Interview seamstress about career possibilities in alterations.

Evaluator's Final Checklist

USE OF A COMMERCIAL PATTERN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When altering a pattern by one or more of the following methods, the student:			
1. Raised/Lowered Bust			
a) Located and marked new side-seam dart point.	( )	( )	( )
b) Redrew dart, tapering to new dart point.	( )	( )	( )
c) Located and marked new waistline dart point.	( )	( )	( )
d) Redrew waistline dart, tapering to new dart point.	( )	( )	( )
2. Shortened Pattern			
a) Measured and marked amount to be shortened.	( )	( )	( )
b) Creased pattern between adjustment lines.	( )	( )	( )
c) Made a fold half the amount to be shortened and secured.	( )	( )	( )
d) Redrew cutting lines.	( )	( )	( )
3. Lengthened Pattern			
a) Cut pattern along adjustment lines.	( )	( )	( )
b) Placed tissue paper under pattern and spread pattern apart the required amount.	( )	( )	( )
c) Secured both sides of pattern to tissue paper.	( )	( )	( )
d) Redrew cutting lines.	( )	( )	( )
4. Added Width — Adjustments less than 1" (2.5cm)			
a) Pinned or taped tissue to pattern seams with tissue extending beyond cutting line.	( )	( )	( )
b) Measured and marked amount to be added distributing amount equally among seams.	( )	( )	( )
c) Redrew cutting lines.	( )	( )	( )
5. Reduced Width — Adjustments less than 1" (2.5cm)			
a) Marked amount to be reduced distributing amount equally among seams.	( )	( )	( )
b) Pinned bust dart along dart lines.	( )	( )	( )
c) Drew new seam and cutting lines, tapering to original lines.	( )	( )	( )
d) Straightened pattern edge across dart.	( )	( )	( )

Evaluator's Final Checklist

USE OF A COMMERCIAL PATTERN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
6. Reduced Width -- Adjustments larger than 1" (2.5cm)			
a) Marked slash line.	( )	( )	( )
b) Slashed pattern on line.	( )	( )	( )
c) Lapped slashed edges of pattern and secured.	( )	( )	( )
B. When cutting out garment, the student:			
1. Prepared fabric for cutting by straightening the grain, laundering and pressing if necessary.	( )	( )	( )
2. Circled the proper layout according to fabric width and pattern size.	( )	( )	( )
3. Selected pattern pieces according to chosen style.	( )	( )	( )
4. Folded fabric as directed by layout.	( )	( )	( )
5. Placed pattern pieces on fabric according to layout.	( )	( )	( )
6. Checked grainlines.	( )	( )	( )
7. Placed pins correctly and securely.	( )	( )	( )
8. Cut pattern pieces following grain of fabric.	( )	( )	( )
9. Cut out all needed pieces.	( )	( )	( )
10. Prepared and cut interfacing correctly if needed.	( )	( )	( )
11. Traced necessary markings.	( )	( )	( )

Instructor's Guide Sheet

FITTING A GARMENT

CONTENTS OF MODULE

Student Information	Activity
ALTERATIONS WORKSHEET	4
Student Self-Check	
FITTING THE GARMENT	11
ANSWERS	11
Evaluator's Final Checklist	
FITTING GARMENTS	13

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "See and Sew," Volume 6, #5, Volume 2, #3, 4, 5, 6, 7, 8, 9, 10	3
Filmstrips, McCalls	3

RECOMMENDED REFERENCES

TOPIC: Clothing Fitting	1
Vanderhoff, Margil. **Clothes Part of Your World**, 1973.	
Gawne and Oerke. **Dress**, 1975.	
TOPIC: Clothing Alterations	2
Sturm, Mary. **Guide to Modern Clothing**, 1973.	

Instructor's Guide Sheet

FITTING A GARMENT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1,2.	Use other references if the ones listed are not available. Have sample garments which do not fit student models. Have students identify fitting problems and pose solutions. Demonstrate solutions.	RECOMMENDED REFERENCES Vanderhoff, Margil. **Clothes Part of Your World**, pp. 232-240. Sturm, Mary. **Guide to Modern Clothing.**, pp. 337-349. ADDITIONAL REFERENCE Brinkley, Jeanne. **Alteration and Ready-To-Wear.** Sample garments Pins
3.	Preview transparencies. Use other visuals if the one listed is not available. Discuss visuals and demonstrate fitting of a garment.	Transparencies Overhead projector Screen Demonstration materials
4.	Student Self-Check	Pencil and paper
5.	Demonstrate basting procedures.	Student's garment Thread Hand needles or machine Thimble Scissors
6.	Check basted garments for fit.	None
7.	Check alterations on basted garments.	None
8.	Check alteration markings.	Marking equipment

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	Reference may be made to other construction modules or references.	Sewing equipment
10.	Check fit of altered garments.	Student's garment
11.	Student Self-Check	Paper and pencil
12.	FHA/HERO Use students who have completed this module as aides in other classes.	
13.	Student(s) will check out on fitting garment.	Each student will need: Garment on model Tape measure Pins Tailor's chalk Scissors Sewing guage
	Use the Evaluator's Final Checklist for checking out the student.	A Master Copy of the Evaluator's Final Checklist is provided.
	*Evaluator may wish to check the construction at various stages.	

EXTENDED LEARNINGS

Encourage student(s) to:

- Use a discarded garment to gain experience by fitting the garment to a dress form to which body irregularity pads have been added.
- Interview hard-to-fit people to find out what problems they have finding clothes to fit and how they have overcome these problems. Examples of hard-to-fit people may be the very petite woman, the extra-large man, a very tall person, and the overweight person.
- Collect and distribute discarded clothing for alteration purposes.

Evaluator's Final Checklist

FITTING A GARMENT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When fitting the garment, the student:		
A. Basted garment together.	( )	( ) ( )
B. Pinned openings.	( )	( ) ( )
C. Determined alterations.	( )	( ) ( )
D. Marked alterations.	( )	( ) ( )
E. Made alterations according to accepted procedure.	( )	( ) ( )
F. Refitted garment to individual.	( )	( ) ( )

90

Instructor's Guide Sheet

UNIT CONSTRUCTION

CONTENTS OF MODULE

	Activity
Student Information	
STEPS IN THE UNIT METHOD OF CONSTRUCTION	4
Student Self-Check	
SEWING TECHNIQUES USED IN UNIT CONSTRUCTION	3
ANSWERS	3
UNIT METHOD OF CONSTRUCTION	5
ANSWERS	5
Evaluator's Final Checklist	
UNIT CONSTRUCTION	8
Check-Out Activity Sheet	
UNIT CONSTRUCTION	8
ANSWERS	8

RECOMMENDED REFERENCES

TOPIC: Unit Construction	1
Craig, Hazel T. Clothing: A Comprehensive Study	

Instructor's Guide Sheet

UNIT CONSTRUCTION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about unit construction, have them examine a sampling of pattern guidesheets for different type garments to see how each is constructed.	RECOMMENDED REFERENCE Craig. **Clothing: A Comprehensive Study**, pp. 409-417. ADDITIONAL REFERENCE Bishop and Arch. **Super Sewing.**
2.	Discuss unit construction with students and demonstrate the common sewing techniques used in unit construction such as staystitching, directional stitching, directional pressing, pin basting, and machine basting.	Sewing machine Fabric scraps Thread Pins Scissors Iron Ironing board
3.	Student Self-Check	Paper and pencil
4.	Have students read and study about the steps generally followed for sewing a garment by the unit method of construction. Show a garment in various stages of construction.	Garment samples
5.	Assign each student a partner and give each pair of students a "paper garment" to assemble using the unit method of construction. Suggest that each group have their work evaluated by another pair of students.	Pattern pieces Pins Pattern Guidesheets
6.	Student Self-Check	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	FHA/HERO After mastering the unit method of construction, allow members to serve as peer teachers in clothing construction projects.	
8.	Provide a test for each student's check-out activity.	Selected questions from Check-Out Activity Sheet, UNIT CONSTRUCTION, in this module.
	You may use questions from the Check-Out Activity Sheet or make up your own questions.	Answers to the questions on the Check-out Activity Sheet are provided.
	Use the Evaluator's Final Checklist for checking out each student.	A Master Copy of the Evaluator's Final Checklist is provided.

Check-Out Activity Sheet

UNIT CONSTRUCTION

Directions to the Instructor

Choose questions from the Check-out Activity Sheet for each student's check-out activity, OR develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities.

Directions: Fill in the blank spaces with the word or words which best complete the statement.

1. In the unit method of construction, all _____ and _____ are done before one unit is attached to another unit of the garment.
2. Stitching done through a single thickness of fabric on curved edges of garment sections is called _____.
3. Stitching of seams with the grain of the fabric rather than against it is called _____.
4. When pressing a garment section, the iron should move in the same direction as the _____ of the fabric.
5. The unit method of construction saves the sewer time by reducing the number of trips to the _____ and _____.
6. The easiest method of holding two sections of a garment together while stitching a seam is called _____.
7. If you were constructing a shirt, the first unit to be completed would most likely be the _____.
8. The last construction step in making a garment by the unit method of construction would be the _____.

Check-Out Activity Sheet

ANSWERS
UNIT CONSTRUCTION

1. Stitching, pressing
2. Staystitching
3. Directional stitching
4. Grain
5. Sewing machine, ironing board
6. Pin basting
7. Front
8. Hem

Evaluator's Final Checklist

UNIT CONSTRUCTION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

Instructor's Guidesheet

MAKING DARTS

CONTENTS OF MODULE

Student Information	Activity
MAKING DARTS	4
Student Self-Check	
MAKING DARTS	5
ANSWERS	5
Evaluator's Final Checklist	
MAKING DARTS	7

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Single and Double Pointed Darts — 2

Filmloops, McGraw Hill, "Darts" and "Double-Pointed Darts"

Transparencies, Butterick, "See and Sew: Darts," Volume 4, Folder 4

RECOMMENDED REFERENCES

TOPIC: Single and Double-Pointed Darts — 1

Vanderhoff, Margil. **Clothes Part of Your World**, 1973 edition.

Vanderhoff, Magril. **Clothes, Clues, and Careers**, 1977.

Instructor's Guide Sheet

MAKING DARTS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read information about making single and double-pointed darts, have a group discussion on the various places darts are used on garments. Student should know where single darts are used and where double-pointed darts are used on garments.	RECOMMENDED REFERENCES Vanderhoff, Margil. **Clothes Part of Your World**, pp. 176, 178-180. Vanderhoff. Margil. **Clothes, Clues, and Careers**, 1977. ADDITIONAL REFERENCE Sturm, Mary. **Guide to Modern Clothing**, pp. 395-397.
2.	Preview filmloops. After students have viewed the filmloops have them list the steps in making darts.	Filmloop projector Filmloops
3.	Demonstrate making darts. Show each step of the process as listed in the Evaluator's Final Checklist.	Sewing machine Garment section or fabric scrap Pattern — single and double-pointed darts Marking equipment Scissors/snips Thread Pins, needles, pin cushion Steam/dry iron Pressing board
4.	Students can use fabric scraps to practice making darts or they could practice on a garment. Dart samples can be labeled, evaluated, and saved as reference for student.	Fabric scraps and sewing equipment as listed in Learning Activity 3
5.	Student Self-Check	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	FHA/HERO Have student(s) plan sewing project(s) for school or community use. Projects use sewing construction techniques mastered.	
7.	The student(s) will check out by making dart(s).	Each student will need a garment which needs darts and the appropriate sewing equipment.
	Use the Evaluator's Final Checklist for checking each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Observe how darts are made in low cost and expensive garments.
- List where darts are used in pants, blouses/shirts, dresses, tops, etc.

Evaluator's Final Checklist

MAKING DARTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When making single or double-pointed darts the student:

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A.	Marked darts correctly and removed pattern.	( )	( )	( )
B.	Folded and pinned darts correctly.	( )	( )	( )
C.	Stitched darts from wide part on slanted line to a fine point.	( )	( )	( )
D.	Secured ends and clipped threads.	( )	( )	( )
E.	Clipped and pressed correctly.	( )	( )	( )

Instructor's Guide Sheet

MAKING TUCKS AND PLEATS

CONTENTS OF MODULE

Student Self-Check	Activity
TUCKS	3
ANSWERS	3
PLEATS	8
ANSWERS	8
Evaluator's Final Checklist	
MAKING TUCKS AND PLEATS	10

RECOMMENDED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Making Tucks and Pleats 1,5

Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978 edition.

Draper and Bailey. **Steps in Clothing Skills,** 1978.

Instructor's Guide Sheet

MAKING TUCKS AND PLEATS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read information about making tucks, have a group discuss the various kinds of tucks used in garments.	RECOMMENDED REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 139-140.
2.	Encourage students to locate pictures of garments which use tucks to control fullness. Have students make a poster of pictures they collect.	Fashion magazines Catalogues Pattern catalogues Glue Scissors Poster paper
3.	Student Self-Check	Paper and pencil
4.	Have students make tucks on garments or on fabric sample. Students can use pattern guidesheets or an instructional sheet prepared by teacher to make tucks.	Garment or fabric scraps to be tucked Pattern and guidesheet Marking equipment Pins, pincushion, needles Thread Sewing machine Scissors/snips Steam/dry iron Pressing board
5.	After students have read information about making pleats, discuss the steps in making pleats.	RECOMMENDED REFERENCES Butterick. **Quck and Easy Guide to Sewing Techniques**, pp. 99-101. Draper and Bailey. **Steps in Clothing Skills**, pp. 452-456.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	Encourage students to locate pictures which show different types of pleats in fashion. Have students make a display of pictures they collected.	Fashion magazines Catalogues Pattern catalogues Glue Scissors Poster board
7.	Have students make pleats in garment and/or on a fabric sample. Students can use pattern guides sheets or an instructional sheet provided by instructor to make pleats.	Garment or fabric scraps to be pleated and appropriate sewing equipment listed in Learning Activity 4.
8.	Student Self-Check	Paper and pencil
9.	FHA/HERO Have student(s) plan sewing project(s) for school or community use. Projects should use sewing construction techniques student(s) has mastered.	
10.	You may want the student(s) to check out on only one or both of the objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in the module.	
	Objective (1) The student will check out by making tucks.	Each student will need a garment to be tucked and the appropriate sewing equipment listed in Learning Activity 4.
	Objective (2) The student will check out by making pleats.	Each student will need a garment to be pleated and the appropriate sewing equipment listed in Learning Activity 4.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Use the Evaluator's Final Checklist for checking out each student's performance.	Student's tucked and/or pleated garments and pencil A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Make different types of tucks.
- Make different types of pleats.
- Observe tucks and/or pleats in ready made garments.

Evaluator's Final Checklist

MAKING TUCKS AND PLEATS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making tucks the student:			
1. Marked stitching lines of each tuck.	( )	( )	( )
2. Folded tuck according to design.	( )	( )	( )
3. Matched stitching lines; pinned, basted in place.	( )	( )	( )
4. Stitched tuck.	( )	( )	( )
5. Pressed each tuck flat.	( )	( )	( )
B. When making pleats the student:			
1. Marked fold and placement lines.	( )	( )	( )
2. Removed pattern.	( )	( )	( )
3. Sewed garment sections according to guide sheet.	( )	( )	( )
4. Brought foldlines to placement lines and pinned in place.	( )	( )	( )
5. Basted each pleat.	( )	( )	( )
6. Stitched pleats in place.	( )	( )	( )
7. Pressed pleat foldlines.	( )	( )	( )

Instructor's Guide Sheet

SEAMS

CONTENTS OF MODULE

Student Information	Activity
SEAM DEFINITIONS	4
Student Self-Check	
SEAM SELECTION	5
ANSWERS	5
Evaluator's Final Checklist	
SEAMS	10

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "See and Sew," ("Plain Seams" and "Eased Seams")	1
Filmloops, McGraw Hill, "Plain Seams" and "Eased Seams"	2

RECOMMENDED REFERENCES

TOPIC: Construction of Seams	3-6
Sturm, Mary Mark. **Guide to Modern Clothing**, 3rd edition, 1973.	

Instructor's Guide Sheet

SEAMS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Preview transparencies. Use the overhead projector as a group or an individual experience. Use demonstration as a follow-up.	Overhead projector Screen Transparencies
2.	Preview filmloop. Use other visuals if the one listed is not available. Use as a group or individual activity. Use demonstration of the plain and eased seam as a follow-up.	Filmloop projector Filmloop Screen
3.	Use other references if the one listed is not available. Discuss appropriate uses of different types of seams. Samples would be helpful for demonstration purposes.	RECOMMENDED REFERENCE Sturm, Mary Mark. **Guide to Modern Clothing**, 3rd edition, pp. 301-308. ADDITIONAL REFERENCES Vanderhoff, Margil. **Clothes, Clues, and Careers.** Carson, Byrta. **Clothes and Your Appearance.** Liddell, Louise. **Clothes and Your Appearance.** Barclay, Marion. **Teen Guide to Homemaking.** Lewis, Dora. **Teen Horizons.** Bancroft, Vivian. **It's So Sew Easy.**
4.	Student Information Sheet	
5.	Student Self-Check	Pencil and paper

107

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	Use other references if the one listed is not available. Discuss the reasons for directional stitching.	RECOMMENDED REFERENCE Sturm, Mary Mark. **Guide To Modern Clothing**, 3rd edition, pp. 294-295. ADDITIONAL REFERENCES Vanderhoff, Margil. **Clothes, Clues, and Careers.** Bancroft, Vivian. **It's So Sew Easy.**
7.	Check the student's selection of seam for garment before it is constructed.	Garment sections Sewing machine Thread Scissors Pins Steam/dry iron Pressing board Sewing gauge Pattern
8.	Check distribution of ease stitching before student stitches the seam.	Garment sections Sewing machine Thread Scissors Pins Steam/dry iron Pressing board Sewing gauge Pattern
9.	FHA/HERO Students might, as a small group, give demonstrations on seam construction for other classes.	Garment sections Sewing machine Thread Scissors Pins Steam/dry iron Pressing board Pressing board Sewing gauge Pattern

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
10.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out on seam construction.	Each student will need: Garment sections Sewing machine Thread Scissors Pins Steam/dry iron Pressing board Sewing gauge Pattern
	Objective (2) The student(s) will check out on eased seam construction.	Each student will need: Garment sections Sewing machine Thread Scissors Pins Steam/dry iron Pressing board Sewing gauge Pattern
	Use Evaluator's Final Checklist for checking out the student. You may want student to complete seams on garment and/or fabric sample.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Locate the five types of seams listed in the module and make a display of articles or garments using the five basic seams.
- Visit a department store and check the seam construction of durable sports wear, men's shirts, lingerie, bed linens, etc. List the garments and articles observed and categorize them into the five seam groups.

Evaluator's Final Checklist

SEAMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When constructing a seam, the student: (Check only the one which applies to your selection.)			
1. Plain Seam			
a) Pinned seam, right sides together.	( )	( )	( )
b) Stitched along seam line.	( )	( )	( )
c) Pressed seam flat.	( )	( )	( )
d) Clipped or notched as directed by pattern; press seam open.	( )	( )	( )
2. Lapped Seam			
a) Marked seamlines.	( )	( )	( )
b) Lapped the edge of one side over the other with the seamlines meeting in the center.	( )	( )	( )
c) Stitched through the center of the marked seamlines using either a straight stitch or a wide zigzag stitch.	( )	( )	( )
d) Trimmed seam allowance on both sides close to the stitching.	( )	( )	( )
3. French Seam			
a) Pinned seams, wrong sides together. Stitched within seam allowance, about ¼" wide seam.	( )	( )	( )
b) Enclosed the first seam by placing right sides together; crease along stitched edge. Pressed.	( )	( )	( )
c) Stitched on seamline. Press seam to one side.	( )	( )	( )
4. Flat-Felled Seam			
a) Pinned seam, wrong sides together. Stitched on seamline.	( )	( )	( )
b) Pressed seam to one side.	( )	( )	( )
c) Trimmed the inner seam allowance to ¼".	( )	( )	( )
d) Turned under edge of other seam allowance and placed over narrow seam allowance.	( )	( )	( )
e) Stitched close to folded edge.	( )	( )	( )

Evaluator's Final Checklist

SEAMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
5. The seam selected and made by the student:			
a) Was selected for the type of fabric and use of the garment.	( )	( )	( )
b) Was stitched evenly.	( )	( )	( )
c) Has no puckers or bulk.	( )	( )	( )
d) Was trimmed properly.	( )	( )	( )
e) Was pressed neatly and flat.	( )	( )	( )
f) Had a neat overall appearance.	( )	( )	( )
B. When constructing an eased seam, the student:			
1. Placed rows of machine basted stitches as directed on guidesheet.	( )	( )	( )
2. Pinned basted edge to corresponding garment edge, right sides together matching markings.	( )	( )	( )
3. Distributed fullness and pin basted.	( )	( )	( )
4. Stitched garment sections together evenly with no puckers or bulk.	( )	( )	( )
5. Pressed neatly and flat.	( )	( )	( )
6. Trimmed or clipped properly to give neat, flat appearance.	( )	( )	( )
7. Matched in design and direction of nap if applicable.	( )	( )	( )

111

Instructor's Guide Sheet

SEAM FINISHES

CONTENTS OF MODULE

Student Information	Activity
SEAM FINISH DEFINITIONS	1
Student Self-Check	
SEAM FINISHES	8
ANSWERS	8
Evaluator's Final Checklist	
SEAM FINISHES	13

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmstrip, McGraw Hill, "Seam Finishes: Stitching and Pinking"	5
Filmstrip, McGraw Hill, "Seam Finishes"	6
Filmloop, McGraw Hill, "Seam Finishes"	6

RECOMMENDED REFERENCES

TOPIC: Seam Finishes	4
Vanderhoff, Margil. **Clothes Part of Your World.** 1973.	
TOPIC: Directional Stitching	7
Vanderhoff, Margil. **Clothes, Clues, and Careers,** 1977.	
TOPIC: Binding	10
Gawne and Oerke. **Dress,** 1975.	

Instructor's Guide Sheet

SEAM FINISHES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Student Information Sheet	
2.	Ask students for contributions of garments which have pulled-out seams or raveled, frayed seams. Use a box to store the frayed garments.	A collection of frayed garments which are poorly constructed and need seam finishes.
3.	Ask students for contributions of neat garments. Keep well-constructed garments on a special clothes rack.	A collection of garments which are well constructed and do not need seam finishes.
4.	Use other references if one listed is not available. Discuss different types of seam finishes and reasons for doing.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes Part of Your World**, pp. 184-185. ADDITIONAL REFERENCES Lewis, Doris. **Teen Horizons.** Vanderhoff, Margil. **Textiles for Homes and People.** Bancroft, Vivian. **It's So Sew Easy.** Doerr, Catherine. **Smart Sewing — The Making of Clothing.** Vanderhoff, Margil. **Clothes, Clues, and Careers.** Carson, Byrta. **How You Look and Dress.** Liddell, Louise. **Clothes and Your Appearance.** Barclay, Marion. **Teen Guide to Homemaking.**

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
5.	Preview filmstrip. Use other visuals if the one listed is not available. Use filmstrip as an individual or group activity. Use demonstration of seam finishes as follow-up.	Filmstrip projector Filmstrip Screen Demonstration materials
6.	Preview filmloop. Use other visuals if the one listed is not available. Use filmloop as an individual or group activity. Use demonstration of seam finishes as follow-up.	Filmloop projector Filmloop Screen Garments Pinking shears Sewing machine with zigzag Scissors Sewing gauge Thread Needle Steam/dry iron Pressing board Binding Pattern Pins
7.	Use other references if one listed is not available.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes, Clues, and Careers**, p. 247. ADDITIONAL REFERENCES Vanderhoff, Margil. **Clothes Part of Your World.** Carson, Byrta. **How You Look and Dress.** Liddell, Louise. **Clothes and Your Appearance.**
8.	Student Self-Check	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	Provide needed materials. Check seam finish selection before students complete the activity.	Use sewing tools and equipment as listed in objective. Garments Pinking shears Sewing machine with zigzag Scissors Sewing gauge Thread Needle Steam/dry iron Pressing board Binding Pattern Pins
10.	Use other reference if one listed is not available.	RECOMMENDED REFERENCE Gawne, Eleanor. **Dress**, pp. 567-568.
11.	Provide needed material.	Garments Pinking shears Sewing machine with zigzag Scissors Sewing gauge Thread Needle Steam/dry iron Pressing board Binding Pattern Pins
12.	FHA/HERO Ask students to aid in other clothing classes when they have mastered the tasks. You may also wish to have students conduct a survey of a few retail clothing stores to examine seam finishes and determine which garments are well made or poorly made.	

115

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
13.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out on finishing raw edges.	Each student will need: Garments Pinking shears Sewing machine with zigzag Scissors Sewing gauge Thread Needle Steam/dry iron Pressing board Binding Pattern Pins
	Objective (2) The student(s) will check out on binding neck of garment.	Each student will need: Garments Pinking shears Sewing machine with zigzag Scissors Sewing gauge Thread Needle Steam/dry iron Pressing board Binding Pattern Pins
	Use the Evaluator's Final Checklist for checking out the student.	A Master Copy of the Evaluator's Final Checklist is provided.
	You may want student to finish a seam and/or bind an edge in a garment or on a fabric sample.	

EXTENDED LEARNINGS

Encourage the student(s) to:

- Observe and identify seam finishes in garments in the budget areas and exclusive areas of a large department store. Report findings to classmates focusing on cost of garment and weight of fabric in relation to seam finishes.

Evaluator's Final Checklist

SEAM FINISHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When finishing a seam the student: (Check only the one which applies to your selection)			
1. Turned-Under or Clean-Finish Edge			
a) Turned under seam allowance.	( )	( )	( )
b) Stitched close to folded edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
2. Stitched and Pinked			
a) Placed line of stitching in seam allowance.	( )	( )	( )
b) Pinked edge next to stitching.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
3. Zigzagged			
a) Set stitch for desired length and width.	( )	( )	( )
b) Stitched near edge or over edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
B. When binding raw edges of a neckline with placket the student:			
1. Cut binding strip.	( )	( )	( )
2. Opened zipper.	( )	( )	( )
3. Pinned binding to garment.	( )	( )	( )
4. Stitched binding to garment; pressed flat.	( )	( )	( )
5. Trimmed excess binding at ends.	( )	( )	( )
6. Folded ends of binding back and trimmed across corners and seam allowance.	( )	( )	( )
7. Brought binding up over seam allowance to the inside of garment; pressed.	( )	( )	( )
8. Finished raw edge along seamline.	( )	( )	( )

Evaluator's Final Checklist

SEAM FINISHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
C. When binding raw edges of a neckline without placket the student:			
1. Cut strip for type of binding described.	( )	( )	( )
2. Folded back starting end and aligned with seamline.	( )	( )	( )
3. Stitched just to the beginning fold.	( )	( )	( )
4. Trimmed excess binding; lapped over beginning fold; stitched.	( )	( )	( )
5. Slipstitched binding ends together.	( )	( )	( )
6. Finished according to binding type.	( )	( )	( )
D. The seam finishes and/or bound edges selected and made by the student:			
1. Were appropriate for the selected fabric.	( )	( )	( )
2. Were sewed neatly with no loose threads exposed.	( )	( )	( )
3. Were pressed neatly and opened flat.	( )	( )	( )
4. Had an overall, neat appearance.	( )	( )	( )

Instructor's Guide Sheet

POCKETS

CONTENTS OF MODULE

Student Self-Check	Activity
POCKETS	5
ANSWERS	5
Evaluator's Final Checklist	
POCKETS	7

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Pockets - Inseam and Patch — 2

Transparencies, Butterick, "See and Sew," Grammes 43, 44, 45, 46

RECOMMENDED REFERENCES

TOPIC: Pockets - Inseam and Patch — 1

Sturm, Mary. **Guide to Modern Clothing,** 1973 edition.

Instructor's Guide Sheet

POCKETS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read information on inseam and patch pockets, have a group discussion about the pockets which are the most useable, comfortable, and fashionable.	RECOMMENDED REFERENCE Sturm, Mary. **Guide to Modern Clothing**, pp. 406-408. ADDITIONAL REFERENCES Vanderhoff, Margil. **Clothes Part of Your World.** Gawne, Eleanor. **Dress.**
2.	Preview transparencies. After students have viewed transparencies have them discuss which pocket is the easiest to make.	Overhead projector Screen Transparencies Demonstration materials
3.	Demonstrate making inseam and patch pockets. Show each step of making pockets.	Sewing machine Pocket sections and garment or fabric samples Scissors/snips Thread Pins, pin cushion, needles Steam/dry iron Pressing board
4.	Students can use fabric scraps to practice making pockets or they could use a garment. Pocket samples could be labeled, evaluated, and saved as reference for student.	Fabric scraps and sewing equipment listed in Learning Activity 3.
5.	Student Self-Check	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	FHA/HERO Have students plan sewing projects which could be sold as fund raising activity, i.e., totebags with pockets.	
7.	You may want the student(s) to check out on only one of the two objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out by making inseam pocket(s).	Each student will need a garment which needs inseam pocket(s) and the appropriate sewing equipment as listed in Learning Activity 3.
	Objective (2) The student(s) will check out by making patch pocket(s).	Each student will need a garment which needs patch pocket(s) and the appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Make a sample of a welt or bound pocket.
- Evaluate pockets of garments worn by classmates. Look for reinforcement stitches and straight even top stitching. Observe seams for puckers.

Evaluator's Final Checklist

POCKETS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making inseam pocket the student:			
1. Pinned and stitched pocket sections, right sides together, to extensions on garment sections.	( )	( )	( )
2. Trimmed seams and pressed open.	( )	( )	( )
3. Pinned and stitched garment sections together along seamline matching markings.	( )	( )	( )
4. Reinforced corners with small stitches.	( )	( )	( )
5. Clipped seam allowance of back section at ends of pocket.	( )	( )	( )
6. Pressed.	( )	( )	( )
B. When making patch pocket the student:			
1. Finished top edge of pocket.	( )	( )	( )
2. Turned top edge to right side on fold line.	( )	( )	( )
3. Stitched around sides and lower edge of pocket on seamline.	( )	( )	( )
4. Trimmed and notched edge.	( )	( )	( )
5. Trimmed hem to wrong side; pulled out corners.	( )	( )	( )
6. Rolled machine stitching to underside.	( )	( )	( )
7. Pressed seam allowance to wrong side.	( )	( )	( )

123

Instructor's Guide Sheet

LAPPED ZIPPERS

CONTENTS OF MODULE

Student Self-Check	Activity
LAPPED ZIPPER	3
ANSWERS	3
FLY-FRONT ZIPPER	6
ANSWERS	6
Evaluator's Final Checklist	
LAPPED ZIPPER	9
FLY-FRONT ZIPPER	9

OBJECTIVE

Filmloop, McGraw Hill, "Lapped Zipper: Machine Method"	3

CHECK-OUT ACTIVITY

TOPIC: Lapped Zippers	2
Liddell, Louise. **Clothes and Your Appearance**, 1977.	
TOPIC: Fly-Front Zippers	6
Butterick. **Quick and Easy Guide to Sewing Techniques**, 1978.	

Instructor's Guide Sheet

LAPPED ZIPPERS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if the one listed is not available. Discuss proper uses of lapped zipper application.	RECOMMENDED REFERENCE Liddell, Louise. **Clothes and Your Appearance**, pp. 264-267. ADDITIONAL REFERENCES Strum, Mary. **Guide to Modern Clothing.** Butterick. **Quick and Easy Guide to Sewing Techniques.**
2.	Preview filmloop. Use other visuals if the one listed is not available. Use filmloop as individual or group activity. Discuss afterward. Use demonstration of lapped zipper as follow-up.	Filmloop Projector Filmloop Fabric Machine Zipper foot Zipper Sewing gauge Thread Scissors Pins Steam/dry iron Pressing board
3.	Student Self-Check	Pencil and paper
4.	Check the student's selection of zipper application for garments being constructed. Check pinning or basting before zipper is sewn by machine.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
5.	Use other references if the one listed is not available. Discuss proper uses of fly-front zipper.	RECOMMENDED REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques,** pp. 152-154.
	Use demonstration as follow-up.	Fabric Machine Zipper foot Zipper Thread Scissors Pins Steam/dry iron Pressing board Sewing gauge
6.	Student Self-Check	Pencil and paper
7.	Check the student's selection and pinning or basting of zipper application for garment before it is constructed.	Fabric Machine Zipper foot Zipper Thread Scissors Pins Steam/dry iron Pressing board Sewing gauge
8.	FHA/HERO Use students as aides in other classes when they have mastered inserting zippers.	
9.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
9.	Student(s) will check out on inserting a zipper by the lapped and/or fly-front method.	Each student will need: Fabric Machine Zipper foot Zipper Thread Scissors Pins Steam/dry iron Pressing board Sewing gauge
	Use the Evaluator's Final Checklist for checking out the students. You may want the student to complete zipper on garment and/or fabric sample.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage student(s) to:

- Read mock fly-front zipper application in **Quick and Easy Guide to Sewing Techniques** by Butterick Publishing, pp. 150-151.
- Construct a mock fly-front zipper on fabric sample.
- Identify patterns which use lapped and fly-front zipper applications.

Evaluator's Final Checklist

LAPPED ZIPPERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When inserting the lapped zipper the student:			
1. Basted zipper opening together.	( )	( )	( )
2. Pressed seam open.	( )	( )	( )
3. Opened zipper; placed face down on seam allowance.	( )	( )	( )
4. Placed zipper teeth on seamline.	( )	( )	( )
5. Basted.	( )	( )	( )
6. Closed zipper; turned face up.	( )	( )	( )
7. Smoothed away fabric from zipper.	( )	( )	( )
8. Topstitched through folded seam allowance.	( )	( )	( )
9. Spread garment flat with zipper face down.	( )	( )	( )
10. Turned pull-tab up.	( )	( )	( )
11. Stitched.	( )	( )	( )
12. Pressed.	( )	( )	( )
13. Removed seam basting.	( )	( )	( )

Evaluator's Final Checklist

FLY-FRONT ZIPPERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B. When inserting the fly-front zipper the student:			
1. Transferred pattern markings to right side of garment.	( )	( )	( )
2. Reinforced inner corner at bottom of center front opening.	( )	( )	( )
3. Finished straight edges of center front extensions.	( )	( )	( )
4. Stitched center front seam to dot.	( )	( )	( )
5. Clipped fabric to dot.	( )	( )	( )
6. Clipped curved edges.	( )	( )	( )
7. Pressed stitched seam open.	( )	( )	( )
8. Pressed right front extension to inside along foldline.	( )	( )	( )
9. Pressed left front extension to inside along foldline.	( )	( )	( )
10. Stitched extensions at upper edge.	( )	( )	( )
11. Placed zipper face up.	( )	( )	( )
12. Placed left extension fold along side of zipper teeth.	( )	( )	( )
13. Stitched on folded edge.	( )	( )	( )
14. Lapped right front extension over zipper and left front, matching centers, and pinned.	( )	( )	( )
15. Basted through all thicknesses on center front line.	( )	( )	( )
16. Pinned front stitching line to remaining zipper tape.	( )	( )	( )
17. Basted on stitching line.	( )	( )	( )
18. Stitched on basted line.	( )	( )	( )
19. Removed basting.	( )	( )	( )
20. Pressed finished zipper.	( )	( )	( )

129

Instructor's Guide Sheet

CENTERED/SEPARATED/INVISIBLE ZIPPERS

CONTENTS OF MODULE

	Activity
Student Self-Check	
CENTERED/SEPARATED/INVISIBLE ZIPPERS	4
ANSWERS	4
Evaluator's Final Cheklist	
CENTERED/SEPARATED/INVISIBLE ZIPPERS	7

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmloop, McGraw Hill, "Centered Zipper" and "Hidden Zipper Using Special Foot" 2

Transparencies, Butterick, "See and Sew Series: Invisible Zippers and Conventional Zippers," Vol. 4 2

RECOMMENDED REFERENCES

TOPIC: Centered Zipper and Invisible Zipper 1

Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978.

Groef, Strom. **Concepts in Clothing,** 1976.

Instructor's Guide Sheet

CENTERED/SEPARATED/INVISIBLE ZIPPERS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if the ones listed are not available. Discuss these types of zipper applications and appropriate uses for each.	RECOMMENDED REFERENCES Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 148, 154-155. Groef, Strom. **Concepts in Clothing**, pp. 217-218, 222-223. ADDITIONAL REFERENCES Liddell, Louise. **Clothes and Your Appearance.** Sturm, Mary. **Guide to Modern Sewing.** **Butterick Sewing Book**
2.	Preview filmloop. Use other visuals if the one listed is not available. Use as a group or individual activity.	Filmloop projector Filmloop Screen
3.	Demonstrate zipper applications students will be using. Use small group demonstration technique.	Sewing machine Zipper feet Zippers Thread Fabric Steam/dry iron Pressing board Scissors Pins Sewing gauge
4.	Student Self-Check	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
5.	Check the appropriateness of zipper application and pinning or basting for garment being constructed before the zipper is sewn in.	Garment Pattern Zipper Zipper foot Sewing machine Steam/dry iron Pressing board Scissors Pins Thread Sewing gauge
6.	FHA/HERO Students may make a poster or bulletin board of zipper application types and appropriate learning activities for use by other groups.	Zippers References Poster board or bulletin board Construction paper Scissors Markers, etc.
7.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	
	Student(s) will check out on centered, separated, and/or invisible zippers.	Each student will need: Garment Pattern Zipper Zipper foot Sewing machine Steam/dry iron Pressing board Scissors Pins Thread Sewing gauge
	Use the Evaluator's Final Checklist for checking out the student. You may want the student to complete zipper on garment and/or fabric sample.	

EXTENDED LEARNINGS

Encourage the student to:

- Observe zipper construction on the garments worn by the students in the classroom.
- Make a bulletin board display of the steps in the construction of a centered zipper or an invisible zipper.

Evaluator's Final Checklist

CENTERED/SEPARATED/INVISIBLE ZIPPERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When inserting a centered zipper the student:			
1. Basted the zipper opening together.	( )	( )	( )
2. Pressed seam open.	( )	( )	( )
3. Opened zipper; placed face down.	( )	( )	( )
4. Basted.	( )	( )	( )
5. Closed zipper.	( )	( )	( )
6. Spread garment flat with zipper face down on seam allowance.	( )	( )	( )
7. Turned garment to outside.	( )	( )	( )
8. Stitched straight and same distance from center of seam allowance.	( )	( )	( )
9. Pressed neatly.	( )	( )	( )
10. Removed seam basting.	( )	( )	( )
B. When inserting a separating zipper, the student:			
1. Basted zipper opening together.	( )	( )	( )
2. Pressed seam open.	( )	( )	( )
3. Positioned closed zipper face down on seam allowance.	( )	( )	( )
4. Placed zipper teeth on seamline.	( )	( )	( )
5. Based both sides of zipper tape to seam allowance.	( )	( )	( )
6. Topstitched each side of zipper.	( )	( )	( )
7. Removed basting.	( )	( )	( )
8. Stitched straight and same distance from seam allowance.	( )	( )	( )
C. When inserting an invisible zipper the student:			
1. Attached invisible zipper foot.	( )	( )	( )
2. Pressed zipper tape.	( )	( )	( )
3. Placed open zipper face down on right side of fabric, coil along seamline; pinned; stitched.	( )	( )	( )
4. Pinned unstitched side of zipper tape along opposite seamline; stitched.	( )	( )	( )
5. Attached regular presser foot and stitched remaining seam.	( )	( )	( )
6. Stitched zipper tape to each side of seam allowance.	( )	( )	( )
7. Pressed neatly.	( )	( )	( )
8. Looks like a seam; only the tab shows.	( )	( )	( )

Instructor's Guide Sheet

FACINGS AND INTERFACINGS

CONTENTS OF MODULE

	Activity
Student Self-Check	
FACINGS AND INTERGFACINGS	5
ANSWERS	5
Evaluator's Final Checklist	
FACINGS AND INTERFACINGS	8

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "Sew and Sew" FACINGS AND INTERFACINGS, Volume 4, #5 — 3

Filmloop, McGraw Hill, "Preparing a One Piece Facing" — 3

Filmloop, McGraw Hill, "Apply a One Piece Facing" — 3

RECOMMENDED REFERENCES

TOPIC: Interfacings — 1

Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978 edition.

TOPIC: Facings — 2

Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978 edition.

Instructor's Guide Sheet

FACINGS AND INTERFACINGS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about interfacings, discuss the various types and techniques for applying interfacings.	RECOMMENDED REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 86-88, 17, 18, 20, 22, 54, 59, 60, 142, 143. ADDITIONAL REFERENCES Bishop. **The Bishop Method of Clothing Construction**, pp. 34-35, 79-82, 84-85, 254-255, 150-151, 228-230. **Butterick Sewing Book**, pp. 190-195.
2.	After the students have read about facings, discuss the types of facings and how to apply them.	RECOMMENDED REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 143-144, 64, 66, 112, 113. ADDITIONAL REFERENCE Reader's Digest. **Complete Guide to Sewing**. pp. 192-212.
3.	Preview filmloops and transparencies. Use as a group or individual activity.	Overhead projector Screen Filmloop projector Filmloops: McGraw Hill, "Preparing a One-Piece Facing" McGraw Hill, "Apply A One-Piece Facing" Transparencies: Butterick, "See and Sew: Facings and interfacings", Vol. 4, #5.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
4.	Demonstrate how to apply fusible and non-fusible interfacings and/or how to attach a fitted facing and/or a bias facing.	Garment or fabric scrap Sewing machine Thread Scissors Pins Iron Pattern pieces
5.	Student Self-Check	Paper and pencil
6.	Have student apply an appropriate interfacing and attach an appropriate facing to a garment or fabric scrap.	Garment or fabric scrap Sewing equipment as listed in Learning Activity 4.
7.	FHA/HERO Have members assist in preparing samples of interfacing and facing applications to be used on a bulletin board.	
8.	You may want the student(s) to check out on only one of the two objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in this module.	
	Objective (1) The student(s) will check out on applying interfacing.	Each student will need: A garment which needs interfacings Apropriate sewing equipment listed in Learning Activity 4.
	Objective (2) The student(s) will check out on making and applying facings.	Each student will need: A garment which needs a facing Appropriate sewing equipment as listed in Learning Activity 4.
	Use the Evaluator's Final Checklist to check out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist

FACING AND INTERFACING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When constructing interfacings, the student:			
1. Nonfusible			
a) Cut out interfacings properly.	( )	( )	( )
b) Pinned interfacings to wrong side of garment.	( )	( )	( )
c) Basted interfacings to garment.	( )	( )	( )
2. Fusible or iron-on			
a) Cut out interfacings properly.	( )	( )	( )
b) Positioned adhesive side of interfacings toward wrong side of corresponding garment section.	( )	( )	( )
c) Fused interfacings in place, following isntructions with product.	( )	( )	( )
B. When constructing facings, the student:			
1. Staystitched facings on curved sides.	( )	( )	( )
2. Interfaced facings.	( )	( )	( )
3. Matched notches and markings, pinned and stitched.	( )	( )	( )
4. Understitched unit where necessary.	( )	( )	( )
5. Trimmed and graded seam allowances.	( )	( )	( )
6. Pressed seams open.	( )	( )	( )
7. Finished outer edges of facing unit.	( )	( )	( )

138

Instructor's Guide Sheet

WAISTBANDS AND CASINGS

CONTENTS OF MODULE

Student Information	Activity
WAISTBANDS AND CASINGS	4
Student Self-Check	
WAISTBANDS AND CASINGS	6
ANSWERS	6
Evaluator's Final Checklist	
WAISTBANDS AND CASINGS	9

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "See and Sew Series," Vol. 4, Folder 10; Vol. 6, Folder 8	2

RECOMMENDED REFERENCES

TOPIC: Waistband Finishes	1
Butterick Sewing Book	
TOPIC: Casings	3
Butterick Sewing Book	

Instructor's Guide Sheet

WAISTBANDS AND CASINGS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After the students have read about waistband finishes, clarify the main points in a class discussion.	RECOMMENDED REFERENCE **Butterick Sewing Book**, pp. 222-224. ADDITIONAL REFERENCES Sturm, Mary. **Guide to Modern Clothing**, Chapter 16. Vanderhoff, Margil. **Clothes Part of Your World**, pp. 189-190.
2.	Preview transparencies. Use as a group or individual activity.	Overhead projector Screen Transparencies: Butterick, "See and Sew Series," Vol. 4, Folder 10 and Vol. 6, Folder 8.
3.	After students have read about casings, clarify the main points in a class discussion.	RECOMMENDED REFERENCE **Butterick Sewing Book**, pp. 232-235. ADDITIONAL REFERENCE Carson, Byrta. **How You Look and Dress**, pp. 272-273, 259-260.
4.	After students have read Student Information, WAISTBANDS AND CASINGS, have them find examples of garments with waistbands and garments with casings in magazines or pattern books.	Magazines Pattern books

140

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
5.	Demonstrate techniques of constructing and applying waistbands and making casings.	Garment or fabric scrap Sewing machine Thread Pins Scissors Elastic Needle Safety pin
6.	Student Self-Check	Paper and pencil
7.	Have students construct and apply a waistband and/or make a casing.	Garment or fabric scraps Sewing equipment as listed in Learning ACtivity 5.
8.	FHA/HERO Have members make simple aprons for foods classes which have either waistbands or casings.	
9.	You may want the student(s) to check out on only one of the two objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out on constructing and applying a waistband.	Each student will need: A garment requiring a waistband. Appropriate sewing equipment as listed in Learning Activity 5.
	Objective (2) The student(s) will check out on making a casing.	Each student will need: A garment requiring a casing. Appropriate sewing equipment as listed in Learning Activity 5.
	Use the Evaluator's Final Checklist to check out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist

WAISTBANDS AND CASINGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making a waistband the student:			
1. Cut waistband.	( )	( )	( )
2. Applied interfacing.	( )	( )	( )
3. Folded waistband lengthwise through center, right sides together.	( )	( )	( )
4. Stitched across ends from fold to seam allowance.	( )	( )	( )
5. Secured stitching.	( )	( )	( )
6. Trimmed seams and corners; pressed seam flat.	( )	( )	( )
7. Turned waistband to the right side.	( )	( )	( )
8. Picked out corners and pressed flat and smooth.	( )	( )	( )
9. Secured the inner bottom edge of waistband with small, even hand stitches or topstitching which is straight and close to the edge.	( )	( )	( )
B. When making a casing the student:			
1. Marked fold line forming casing.	( )	( )	( )
2. Finished any raw edge of fabric.	( )	( )	( )
3. Pressed finished raw edge to inside along the foldline.	( )	( )	( )
4. Pinned and stitched, leaving any desired opening.	( )	( )	( )
5. Made any desired second row of stitching close to fold edge.	( )	( )	( )
6. Pressed smooth and flat.	( )	( )	( )

142

Instructor's Guide Sheet

FASTENERS

CONTENTS OF MODULE

Student Self-Check	Activity
SEWING ON FASTENERS	4
ANSWERS	4
BELTS AND CHAIN LOOP CARRIERS	8
ANSWERS	8
Evaluator's Final Checklist	
FASTENERS	12

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "See and Sew: Snaps and Hooks," Vol. 4, Folder 9 — 3

RECOMMENDED REFERENCES

TOPIC: Snaps, Hooks and Eyes, and/or Nylon Tape Fasteners — 1

Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978 edition.

Draper and Bailey. **Steps in Clothing Skills,** 1978 edition.

TOPIC: Belts and Belt Loops — 6

Gawne and Oerka. **Dress,** 1975 edition.

Instructor's Guide Sheet

FASTENERS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about various types of fasteners, lead a discussion to clarify the uses and methods of applying the different types.	RECOMMENDED REFERENCES Butterick. Quick and Easy Guide to Sewing Techniques, pp. 67-71. Draper and Bailey. Steps in Clothing Skills, pp. 418-422. ADDITIONAL REFERENCES Butterick Sewing Book, pp. 209-211. Carson, Byrta. How You Look and Dress, pp. 131-135. Liddell. Clothes and Your Appearance. Reader's Digest: Complete Guide to Sewing.
2.	Demonstrate the correct technique for applying snaps, hooks and eyes, and/or nylon tape fasteners.	Garment or fabric scrap Snaps, hooks and eyes, and/or nylon tape fasteners Thread Needle Scissors
3.	Preview transparencies. Use as a group or individual activity.	Overhead projector Screen Transparencies: Butterick, "See and Sew: Snaps and Hooks," Vol. 4, Folder 9

144

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
4.	Student Self-Check	Paper and pencil
5.	Have students apply snaps, hooks and eyes, and/or nylon tape fasteners on an appropriate garment or fabric sample.	Garment or fabric scrap Sewing equipment as listed in Learning Activity 2.
6.	After students have read about belts and belt loops, clarify techniques of construction in a class discussion.	RECOMMENDED REFERENCE Gawne and Oerke. **Dress**, p. 580. ADDITIONAL REFERENCE **Butterick Sewing Book**, p. 212.
7.	Demonstrate the correct techniques for belt and belt loop construction.	Sewing machine Belting Buckle Eyelet puncher Fabric Thread Needle
8.	Student Self-Check	Paper and pencil
9.	Have students make a belt using commercial belting and a buckle.	Sewing machine Belting Buckle Fabric Sewing equipment as listed in Learning Activity 7.
10.	Have students make chain type loop carriers for a belt.	Garment or fabric scrap Thread Needle
11.	FHA/HERO Have members make belts to sell in a gift boutique to raise money for the organization.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
12.	You may want the student(s) to check out on only one of the two objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in this module.	
	Objective (1) The student(s) will check out on applying fasteners.	Each student will need: A garment requiring fasteners Appropriate sewing equipment as listed in Learning Activity 2.
	Objective (2) The student(s) will check out on making a belt and belt loops.	Each student will need: Materials and sewing equipment as listed in Learning Activities 9 and 10.
	Use the Evaluator's Final Checklist to check out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Make a flat tie belt. Turn right side out and press.
- Make a belt carrier using the buttonhole stitch over several thicknesses of thread.
- Observe fasteners in clothes worn by students in the class. What is the most popular type fastener? Why? Write a brief paragraph describing which fastener is used for different areas of stress and why.

146

Evaluator's Final Checklist

FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-1.	In sewing on snaps the student:			
	1. Marked location and positioned top side of snap on underside of overlap of garment.	( )	( )	( )
	2. Sewed in place with buttonhole or blanket stitch.	( )	( )	( )
	3. Tied off threads; cut off threads.	( )	( )	( )
	4. Closed placket and positioned bottom part of snap on underlap of garment.	( )	( )	( )
	5. Sewed in place with buttonhole or blanket stitch.	( )	( )	( )
	6. Stitched inside with no stitches showing on the outside.	( )	( )	( )
	7. Aligned closure smooth and flat.	( )	( )	( )
	8. Attached snaps securely.	( )	( )	( )
A-2.	In sewing on hooks and eyes the student:			
	1. Placed hook in position on wrong side of overlap of garment.	( )	( )	( )
	2. Sewed hook in place with buttonhole or blanket stitch; tied off threads; cut off threads.	( )	( )	( )
	3. Closed opening and located position of eye.	( )	( )	( )
	4. Sewed eye in place with buttonhole or blanket stitch; tied off threads; cut off threads.	( )	( )	( )
	5. Aligned closure flat and smooth.	( )	( )	( )
	6. Attached hook and eye securely.	( )	( )	( )
	7. Stitched on inside with no stitches showing on outside.	( )	( )	( )

Evaluator's Final Checklist

FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-3. In sewing on nylon tape fasteners the student: (Check only the one which applies to your selection.)			
1. Snap tape			
a) Positioned and stitched socket tape on underlap.	( )	( )	( )
b) Positioned, aligned, and stitched ball tape on underside of overlap.	( )	( )	( )
c) Closed fasteners.	( )	( )	( )
2. Hook and eye tape			
a) Positioned and stitched hook tape on underlayer of one edge.	( )	( )	( )
b) Folded edge and stitched along free edge.	( )	( )	( )
c) Stitched eye tape to opposite edge.	( )	( )	( )
d) Closed fasteners.	( )	( )	( )
3. Nylon tape			
a) Positioned and stitched hook tape on underlap.	( )	( )	( )
b) Positioned and stitched loop tape on overlap.	( )	( )	( )
c) Closed fastners.	( )	( )	( )

148

Evaluator's Final Checklist

FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B-1.	In making a commercial type belt the student:			
	1. Cut fabric for belt.	( )	( )	( )
	2. Shaped one end of the belting.	( )	( )	( )
	3. Folded belt fabric, right sides together, over belting; stitched close to belting.	( )	( )	( )
	4. Stitched shaped end and trimmed.	( )	( )	( )
	5. Removed belting and turned.	( )	( )	( )
	6. Slipped belting into belt, shaped end first.	( )	( )	( )
	7. Overcast end.	( )	( )	( )
	8. Pierced hole for buckle prong at center front marking nearest overcast end.	( )	( )	( )
	9. Overcast raw edge of the hole.	( )	( )	( )
	10. Inserted buckle prong through hole, turned back end and secured on wrong side of belt.	( )	( )	( )
	11. Made desired eyelets on shaped end.	( )	( )	( )
	12. Made the belt the specified length.	( )	( )	( )
	13. Made the belt neat with a sharp point.	( )	( )	( )
	14. Fitted the fabric snugly over the belting.	( )	( )	( )
	15. Made tiny and inconspicuous hand stitches.	( )	( )	( )
B-2.	In making a chain loop carrier the student:			
	1. Spaced the loop belt carriers equally above and below the waist seam.	( )	( )	( )
	2. Made belt loops longer than width of the belt and smooth and uniform.	( )	( )	( )
	3. Fastened loops securely to the fabric at both ends of the loop.	( )	( )	( )

Instructor's Guide Sheet

BUTTONHOLES AND BUTTONS

CONTENTS OF MODULE

Student Self-Check	Activity
BUTTONHOLES AND BUTTONS	5
ANSWERS	5
Evaluator's Final Checklist	
BUTTONHOLES AND BUTTONS	7

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Buttonholes and Buttons — 2

Transparencies, Butterick, "See and Sew Series," Volume 5, Folders 5 and 6

RECOMMENDED REFERENCES

TOPIC: Buttonholes and Buttons — 1

Sturm, Mary. **Guide to Modern Clothing,** 1973 edition.

Reader's Digest: Complete Guide to Sewing.

Instructor's Guide Sheet

BUTTONHOLES AND BUTTONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about machine buttonholes and sewing on buttons with and without shanks, have a group discussion about the importance of proper placement of buttonholes and buttons.	RECOMMENDED REFERENCES Sturm, Mary. **Guide to Modern Clothing**, pp. 362-369. **Reader's Digest: Complete Guide to Sewing**, pp. 330-349. ADDITIONAL REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques.**
2.	Preview transparencies. After students have viewed the transparencies, have them discuss how to determine the size buttonhole to make for the button to be used on garment.	Overhead projector Screen Transparencies
3.	Demonstrate making machine buttonholes and sewing on buttons with and without shanks. Demonstrate either buttonholes made on a zigzag machine and/or buttonholes made using a buttonhole attachment.	Zigzag sewing machine or machine with buttonhole attachment Garment Pattern Marking equipment Scissors/snips Thread Pin, pin cushion, needles Buttons Sewing gauge Steam/dry iron Pressing board

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
4.	Students can practice making buttonholes on fabric scraps. Encourage students to practice making different size buttonholes. Have students sew a button on a fabric scrap with a shank and without a shank. Buttonhole and button samples can be labeled, evaluated, and saved as a reference for student.	Fabric scraps Sewing equipment as listed in Learning Activity 3.
5.	Student Self-Check	Paper and pencil
6.	FHA/HERO Have student(s) plan a service project for making /repairing buttonholes and buttons for garments of elderly or handicapped persons.	
7.	You may want the student(s) to check out on only one or two of the three objectives. If this is the case, avoid assigning an objective until the student(s) have completed all the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out by making buttonholes on a garment.	Each student will need: Garment needing buttonholes Appropriate sewing equipment listed in Learning Activity 3.
	Objective (2) The student(s) will check out by sewing button(s) without shanks.	Each student will need: A garment needing button(s) without shank(s). The appropriate sewing equipment listed in Learning Activity 3.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (3) The student(s) will check out by sewing button(s) with shank(s).	Each student will need: A garment needing button(s) with shank(s). The appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Compare buttons and buttonholes of ready-to-wear garments to those constructed by the home sewer.
- Collect various kinds of buttons and sew to samples for your own reference.
- Research and report to class on the care of buttons.

153

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
4.	Students can practice making buttonholes on fabric scraps. Encourage students to practice making different size buttonholes. Have students sew a button on a fabric scrap with a shank and without a shank. Buttonhole and button samples can be labeled, evaluated, and saved as a reference for student.	Fabric scraps Sewing equipment as listed in Learning Activity 3.
5.	Student Self-Check	Paper and pencil
6.	FHA/HERO Have student(s) plan a service project for making /repairing buttonholes and buttons for garments of elderly or handicapped persons.	
7.	You may want the student(s) to check out on only one or two of the three objectives. If this is the case, avoid assigning an objective until the student(s) have completed all the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out by making buttonholes on a garment.	Each student will need: Garment needing buttonholes Appropriate sewing equipment listed in Learning Activity 3.
	Objective (2) The student(s) will check out by sewing button(s) without shanks.	Each student will need: A garment needing button(s) without shank(s). The appropriate sewing equipment listed in Learning Activity 3.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (3) The student(s) will check out by sewing button(s) with shank(s).	Each student will need: A garment needing button(s) with shank(s). The appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Compare buttons and buttonholes of ready-to-wear garments to those constructed by the home sewer.
- Collect various kinds of buttons and sew to samples for your own reference.
- Research and report to class on the care of buttons.

Evaluator's Final Checklist
BUTTONHOLES AND BUTTONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making machine buttonholes, the student:			
1. Marked position of buttonhole on garment.	( )	( )	( )
2. Followed directions in sewing machine manual or buttonhole manual.	( )	( )	( )
3. Cut opening correctly.	( )	( )	( )
4. Pressed garment.	( )	( )	( )
5. Spaced buttonholes evenly.	( )	( )	( )
B. When sewing button without shank the student:			
1. Marked position of button.	( )	( )	( )
2. Used sharp needle or darning needle.	( )	( )	( )
3. Matched thread weight with fabric.	( )	( )	( )
4. Matched thread color with fabric.	( )	( )	( )
5. Doubled and waxed thread.	( )	( )	( )
6. Knotted thread at end.	( )	( )	( )
7. Fastened thread securely with skipknot.	( )	( )	( )
8. Held button in alignment with buttonhole.	( )	( )	( )
9. Passed threaded needle through garment and shank and then back through garment.	( )	( )	( )
10. Repeated several times until button was secure.	( )	( )	( )
11. Tied off threads.	( )	( )	( )
12. Cut threads.	( )	( )	( )
C. When sewing buttons with shanks the student:			
1. Marked position of button.	( )	( )	( )
2. Used sharp needle or darning needle.	( )	( )	( )
3. Matched thread weight with fabric.	( )	( )	( )
4. Matched thread color with fabric.	( )	( )	( )
5. Doubled and waxed thread.	( )	( )	( )
6. Knotted thread at end.	( )	( )	( )
7. Passed threaded needle through marking from outside of garment.	( )	( )	( )
8. Held button in position.	( )	( )	( )
9. Brought thread through one eye from underside of garment and down through other eye, leaving stitches loose.	( )	( )	( )
10. Repeated the above step several times.	( )	( )	( )
11. Wrapped thread still attached to needle around threads between button and garment and formed a shank.	( )	( )	( )
12. Tied off threads.	( )	( )	( )
13. Cut threads.	( )	( )	( )

Instructor's Guide Sheet

COLLAR APPLICATION

CONTENTS OF MODULE

Student Self-Check	Activity
COLLARS	5
ANSWERS	5
Evaluator's Final Checklist	
COLLAR APPLICATIONS	7

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "See and Sew," Volume 5, Folder 2, Frames 5-12	2

RECOMMENDED REFERENCES

TOPIC: Types of Collars	1
Strum, Mary. **Guide to Modern Clothing,** 1973 edition.	

Instructor's Guide Sheet

COLLAR APPLICATION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about collars, discuss and show samples of various styles of collars. Have students find examples of different collar styles in magazines or pattern books.	RECOMMENDED REFERENCE Sturm, Mary Clark. **Guide to Modern Clothing**, pp. 457-461, 531-537. ADDITIONAL REFERENCE **Reader's Digest: Complete Guide to Sewing**, pp. 212-229.
2.	Preview transparencies. Use as a group or individual activity.	Overhead projector Screen Transparencies: Butterick, "See and Sew Series," Vol. 5, Folder 2, Frames 5-12.
3.	Demonstrate collar construction and application of collar to neckline of garment.	Garment or fabric scrap Pattern pieces Sewing machine Thread Pins Scissors
4.	Have students construct a collar and apply it to the neckline of a garment.	Garment or fabric scrap Sewing equipment as listed in Learning Activity 3.
5.	Student Self-Check	Paper and pencil
6.	FHA/HERO Have members design and make detached collars to be sold in a boutique to raise money for the organization.	

158

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	Use the Evaluator's Final Checklist to check out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist

COLLAR APPLICATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED		NOT ACCOMPLISHED		NOT APPLICABLE	
In applying a collar to a garment the student:						
A. Applied interfacing to wrong side of undercollar; clipped corners of interfacing.	(	)	(	)	(	)
B. Placed top collar over undercollar.	(	)	(	)	(	)
C. Pinned and stitched.	(	)	(	)	(	)
D. Trimmed seam and notched/clipped.	(	)	(	)	(	)
E. Turned collar to right side.	(	)	(	)	(	)
F. Pulled out corners and eased undercollar to underside at seamline.	(	)	(	)	(	)
G. Pressed.	(	)	(	)	(	)
H. Understitched or topstitched.	(	)	(	)	(	)
I. Pressed.	(	)	(	)	(	)

160

Instructor's Guide Sheet

RUFFLES AND TRIM

CONTENTS OF MODULE

Student Self-Check	Activity
RUFFLES AND TRIM	6
ANSWERS	6
Evaluator's Final Checklist	
RUFFLES AND TRIM	8

RECOMMENDED AUDIO-VISUAL MATERIALS

NONE

RECOMMENDED REFERENCES

TOPIC: Ruffles 1

Butterick, Quick and Easy Guide to Sewing Techniques, 1978 edition.

TOPIC: Trims 4

Butterick, Quick and Easy Guide to Sewing Techniques, 1978 edition.

Instructor's Guide Sheet

RUFFLES AND TRIM

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about ruffles, have them find magazine pictures of garments which have ruffle trims. Have students display pictures on bulletin board.	RECOMMENDED REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 110-113. ADDITIONAL REFERENCE Bishop and Arch. **Super Sewing**, pp. 290-291.
2.	Review with students techniques for seam finishes.	Module C-19, SEAM FINISHES
3.	Have students construct a ruffle and apply it to an appropriate garment.	Garment or fabric scraps Sewing machine Thread Pins Scissors
4.	After students have read about trims, discuss and show samples of different types of trim.	RECOMMENDED REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 134-138.
5.	Have students apply trim to a garment as directed in the pattern guidesheet or sewing manual.	Garment or fabric scrap Trims Sewing machine Thread Pins Scissors
6.	Student Self-Check	Paper and pencil
7.	Have members survey local fabric stores to see what trims are available.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	You may want the student(s) to check out on only one of the two objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in this module.	
	Objective (1) The student(s) will check out on applying trim to garment.	Each student will need: A garment needing trim Appropriate sewing equipment as listed in Learning Activity 5.
	Objective (2) The student(s) will check out on making a ruffle.	Each student will need: A garment which needs a ruffle Appropriate sewing equipment as listed in Learning Activity 3.
	Use the Evaluator's Final Checklist to check out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist

RUFFLES AND TRIM

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When applying trim, the student:			
1. Marked garment where trim was to be applied.	( )	( )	( )
2. Basted trim to garment on line.	( )	( )	( )
3. Finished ends of trim.	( )	( )	( )
4. Correctly stitched trim to garment.	( )	( )	( )
5. Removed basting.	( )	( )	( )
6. Pressed garment and trim.	( )	( )	( )
B. When making ruffles, the student:			
1. Sewed ruffled pieces together and finished seams.	( )	( )	( )
2. Finished one edge of ruffle piece.	( )	( )	( )
3. Pressed ruffle.	( )	( )	( )
4. Stitched rows of basting in unfinished edge.	( )	( )	( )
5. Gathered ruffles the desired amount.	( )	( )	( )

Instructor's Guide Sheet

INSERTING SLEEVE

CONTENTS OF MODULE

Student Self-Check	Activity
SLEEVES	5
ANSWERS	5
Evaluator's Final Checklist	
INSERTING SLEEVES	8

RECOMMENDED AUDIO-VISUAL MATERIALS

Transparencies, Butterick, "See and Sew: Sleeves," Volume 5, Folder 3	2

RECOMMENDED REFERENCES

TOPIC: Sleeves	1
Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978 edition.	
TOPIC: Sleeve Styles	3
Strum, Mary. **Guide to Modern Clothing,** 1973 edition.	

Instructor's Guide Sheet

INSERTING SLEEVES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about sleeves, discuss the different types of sleeves and methods of insertion.	RECOMMENDED REFERENCE Butterick. **Quick and Easy Guide to Sewing Techniques**, pp. 125-130. ADDITIONAL REFERENCE **Reader's Digest: Complete Guide to Sewing**, pp. 254-262.
2.	Preview the transparencies. Use as a group or individual activity.	Overhead projector Screen Transparencies: Butterick, "See and Sew: Sleeves," Vol. 5, Folder 3.
3.	After students have read about types of sleeves, discuss the different types and have them find examples of each in magazines or pattern books.	RECOMMENDED REFERENCE Strum, Mary. **Guide to Modern Clothing**, pp. 465-476.
4.	Demonstrate the techniques for constructing and inserting set-in, kimono, and/or raglan sleeves.	Garment or fabric scrap Pattern pieces Sewing machine Thread Pins Scissors
5.	Student Self-Check	Paper and pencil
6.	Have students construct a set-in, kimono, and/or raglan sleeves as directed on pattern instructions.	Garment or fabric scrap Sewing equipment as listed in Learning Activity 4.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	FHA/HERO Have members research the history of various styles of sleeves, such as Leg-o-mutton, bell, and dolman. Have them create posters to illustrate their findings.	
8.	You may want the student(s) to check out on only one of the two objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out on inserting set-in sleeves.	Each student will need: A garment which needs set-in sleeves Appropriate sewing equipment as listed in Learning Activity 4.
	Objective (2) The student(s) will check out on inserting kimono or raglan sleeves.	Each student will need: A garment which needs kimono or raglan sleeves Appropriate sewing equipment as listed in Learning Activity 4.
	Use the Evaluator's Final Checklist to check out each student's performance.	

Evaluator's Final Checklist
INSERTING SLEEVES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-1.	In inserting a set-in sleeve, the student:			
	1. Placed gathering stitches within sleeve cap seam allowance between the notches.	( )	( )	( )
	2. Stitched underarm seam of sleeve, finished, and pressed open.	( )	( )	( )
	3. Inserted sleeve into armhole matching seams and notches.	( )	( )	( )
	4. Distributed cap fullness appropriately and stitched.	( )	( )	( )
	5. Finished seam allowance and trimmed.	( )	( )	( )
	6. Finished lower edge.	( )	( )	( )
	7. Pressed.	( )	( )	( )
A-2.	In inserting a shirt sleeve, the student:			
	1. Placed gathering stitches within sleeve cap seam allowance between the notches.	( )	( )	( )
	2. Inserted sleeve into armhole matching notches.	( )	( )	( )
	3. Finished seam allowance and trimmed.	( )	( )	( )
	4. Distributed cap fullness appropriately and stitched.	( )	( )	( )
	5. Stitched underarm seam of shirt/blouse and sleeve in continuous motion.	( )	( )	( )
	6. Finished lower edge.	( )	( )	( )
	7. Pressed.	( )	( )	( )
B-1.	In inserting a kimono sleeve, the student:			
	1. Stitched underarm seam of sleeve, finished, and pressed.	( )	( )	( )
	2. Inserted sleeve into armhole, matching seams and notches.	( )	( )	( )
	3. Stitched, finished, and trimmed seam.	( )	( )	( )
	4. Finished lower edge.	( )	( )	( )
	5. Pressed.	( )	( )	( )
B-2.	In inserting a raglan sleeve, the student:			
	1. Clipped and pressed dart open.	( )	( )	( )
	2. Stitched shoulder seam.	( )	( )	( )
	3. Stitched underarm seam.	( )	( )	( )
	4. Finished seams.	( )	( )	( )
	5. Finished lower edge.	( )	( )	( )
	6. Pressed.	( )	( )	( )

Instructor's Guide Sheet

SLEEVE PLACKET AND CUFF

CONTENTS OF MODULE

Student Self-Check	Activity
SLEEVE PLACKET AND CUFF	6
ANSWERS	6
Evaluator's Final Checklist	
SLEEVE PLACKET AND CUFF	8

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Sleeve Placket and Cuff — 2

Transparencies, Butterick, "See and Sew," Volume 5 and Volume 6, #9.

RECOMMENDED REFERENCES

TOPIC: Sleeve Placket and Cuff — 1

Butterick, **Quick and Easy Guide to Sewing Techniques,** 1978 edition.

Reader's Digest: Complete Guide to Sewing.

Instructor's Guide Sheet

SLEEVE PLACKET AND CUFF

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read information on plackets and cuffs, have students examine the clothes they are wearing for plackets and cuffs.	RECOMMENDED REFERENCES Butterick. **Quick and Easy Guide to Sewing Techniques,** pp. 59-61, 131-133. **Reader's Digest: Complete Guide to Sewing,** pp. 262-273.
2.	Preview transparencies. Have students list the steps viewed in transparencies for making a placket and a cuff.	Overhead projector Transparencies Screen
3.	Demonstrate making a placket and a cuff. Show each step of the process.	Sewing machine Sleeve and garment fabric Cuff sections Interfacing Scissors/snips Marking equipment Sewing gauge Thread Pins, pin cushion, needles Steam/dry iron
4,5.	Have student(s) make sleeve placket and/or cuffs according to steps demonstrated.	Pattern guide sheet or direction sheet for making placket and sewing equipment listed in Learning Activity 3.
6.	Student Self-Check	Paper and pencil
7.	FHA/HERO Have students participate as aides in classes when they have mastered plackets and cuffs.	

170

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
8.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out on making a sleeve placket.	Each student will need: A sleeve needing a placket Garment fabric The appropriate sewing equipment listed in Learning Activity 3.
	Objective (2) The student(s) will check out on making a cuff.	Each student will need: Sleeve cuff section The appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage student(s) to:

— Construct a turn-back cuff using pattern guide or reference supplied by instructor.

Evaluator's Final Checklist

SLEEVE PLACKET AND CUFF

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making the sleeve placket, the student:			
1. Cut the strip of binding from the garment fabric.	( )	( )	( )
2. Folded under along one side and pressed.	( )	( )	( )
3. Marked seam allowance on other side.	( )	( )	( )
4. Marked placket opening.	( )	( )	( )
5. Stitched along line of placket opening and pressed flat.	( )	( )	( )
6. Slashed placket opening to a point.	( )	( )	( )
7. Basted binding to slash; stitched and pressed.	( )	( )	( )
8. Folded binding to encase raw edge and slipstitched in place.	( )	( )	( )
9. Turned front edge of binding to wrong side of sleeve and pressed.	( )	( )	( )
B. When making the sleeve cuff, the student:			
1. Applied interfacing to wrong side of cuff.	( )	( )	( )
2. Turned, trimmed, and basted notched edge of cuff facing.	( )	( )	( )
3. Pinned cuff to facing, right sides together, leaving notched edge open; basted and stitched.	( )	( )	( )
4. Pressed seam flat.	( )	( )	( )
5. Trimmed and graded seam allowance.	( )	( )	( )
6. Clipped corners.	( )	( )	( )
7. Pressed seams open, then toward facing.	( )	( )	( )
8. Rolled facing edges under and pressed.	( )	( )	( )
9. Understitched or topstitched and pressed.	( )	( )	( )

172

Instructor's Guide Sheet

LININGS, UNDERLININGS, AND INTERLININGS

CONTENTS OF MODULE

	Activity
Student Self-Check	
UNDERLININGS AND LININGS	3
ANSWERS	3
Evaluator's Final Checklist	
LININGS, UNDERLININGS, AND INTERLININGS	6

RECOMMENDED AUDIO-VISUAL MATERIALS

Filmstrip, Training Films, Inc., "Fashion Sewing The Bishop Way: Dress and Jacket" 2

RECOMMENDED REFERENCES

TOPIC: Linings 1

Strum, Mary. **Guide to Modern Clothing**, 1973 Edition.

Instructor's Guide Sheet

LININGS, UNDERLININGS, AND INTERLININGS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about linings, discuss major points of construction and application of underlinings, interlinings, and linings and show samples of each.	RECOMMENDED REFERENCE Strum, Mary. **Guide to Modern Clothing**, pp. 477-491.
2.	Preview the filmstrip. Use as a group or individual activity.	Filmstrip Training Films, Inc., "Fashion Sewing the Bishop Way: Dress and Jacket" Filmstrip projector Screen
3.	Student Self-Check	Paper and pencil
4.	Have students make a garment and/or samples with underlining, interlining, and/or lining.	Garment or fabric scrap Sewing machine Pattern pieces Underlining, interlining and/or lining fabric Scissors Thread Pins
5.	FHA/HERO Use students as aides in other classes when they have mastered linings.	
6.	You may want the student(s) to check out on only one or two of the three objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in this module.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (1) The student(s) will check out on underlining a garment.	Each student will need: A garment requiring an underlining Sewing machine Pattern pieces Pins Scissors Thread
	Objective (2) The student(s) will check out on interlining a garment.	Each student will need: A garment requiring interlining Sewing equipment as listed above
	Objective (3) The student(s) will check out on lining a garment.	Each student will need: A garment requiring a lining Sewing equipment as listed above
	Use the Evaluator's Final Checklist to check out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist

LININGS, UNDERLININGS, AND INTERLININGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When making the underlining, the student:			
1. Matched underlining sections to wrong side of garment section.	( )	( )	( )
2. Pinned edges together.	( )	( )	( )
3. Staystitched underlining to fabric.	( )	( )	( )
4. Basted by machine center of each dart.	( )	( )	( )
5. Folded, matched, stitched each dart.	( )	( )	( )
6. Removed bastings.	( )	( )	( )
7. Padded where applicable.	( )	( )	( )
8. Pressed.	( )	( )	( )
B. When making the interlining, the student:			
1. Joined interlining sections correctly.	( )	( )	( )
2. Pressed seams open.	( )	( )	( )
3. Matched wrong side of interlining to right side of garment lining or to wrong side of garment.	( )	( )	( )
4. Finished edges appropriately.	( )	( )	( )
5. Zipped, buttoned, snapped, or permanently stitched interlining to garment.	( )	( )	( )
6. Pressed or steamed interlining.	( )	( )	( )
C. When making the lining, the student:			
1. Selected appropriate lining fabric for garment fabric.	( )	( )	( )
2. Joined lining sections correctly.	( )	( )	( )
3. Pressed seams open.	( )	( )	( )
4. Matched wrong side of lining to wrong side of garment unit.	( )	( )	( )
5. Pinned lining accurately in place.	( )	( )	( )
6. Stitched lining to garment.	( )	( )	( )
7. Hemmed lining appropriately.	( )	( )	( )
8. Tacked lining to garment at hems and armholes.	( )	( )	( )
9. Pressed.	( )	( )	( )

176

Instructor's Guide Sheet

HEMMING

CONTENTS OF MODULE

	Activity
Student Information	
HEM SAMPLES	4
Student Self-Check	
HEMMING	5
ANSWERS	5
Evaluator's Final Checklist	
HEMMING	7

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Hemming	2
Transparencies, Butterick, "See and Sew Series: Hemming"	

RECOMMENDED REFERENCES

TOPIC: Hems	1
Vanderhoff, Margil. **Clothes Part of Your World.**	2
Butterick. **Quick and Easy Guide to Sewing Techniques,** 1978 edition.	
Draper and Bailey. **Steps in Clothing Skills,** 1978 edition.	

Instructor's Guide Sheet

HEMMING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read information on plain hems, hem finishes, eased, circular, faced, narrow, rolled, and interfaced hems, have students discuss the criteria for selecting the appropriate hem for the garment.	RECOMMENDED REFERENCES Vanderhoff, Margil. **Clothes Part of Your World**, pp. 191-194. Butterick. **Quick and Easy Guide to Sewing Techniques.** Draper and Bailey. **Steps in Clothing Skills**, pp. 460-473.
2.	Preview transparencies. Have students compare hem finishes to fabric weight and hem stitch.	Overhead projector Screen Transparencies
3.	Demonstrate hemming techniques on garments or fabric samples.	Sewing machine Garment needing a hem and/or fabric scraps Thread Pins, pin cushion, needles Hem markers Tape measure Steam/dry iron Seam binding/tape
4.	After students have read information on making hem samples, assign them between 1 and 6 hems to make. Samples can be made on fabric scraps.	Fabric scraps of different fabric weights and sewing equipment listed in Learning Activity 3.
5.	Student Self-Check	Pencil and paper
6.	FHA/HERO Have students plan service activity to hem garments for senior citizens in community.	

178

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	The student will check out by hemming a garment.	Each student will need: A garment for hemming The appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Examine hems of store bought clothes.
- Hem a garment by using a machine stitch.

Evaluator's Final Checklist

HEMMING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When hemming a garment, the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. Marked the hemline.	( )	( )	( )
B. Folded hem to wrong side of garment and pinned.	( )	( )	( )
C. Measured desired width of hem allowance from fold and marked.	( )	( )	( )
D. Trimmed excess from hem allowance.	( )	( )	( )
E. Eased fullness to fit garment.	( )	( )	( )
F. Finished raw edge.	( )	( )	( )
G. Applied desired interfacing (optional).	( )	( )	( )
H. Pressed hem allowance and pinned.	( )	( )	( )
I. Secured upper hem edge to garment; matched seams and eased fullness.	( )	( )	( )
J. Pressed.	( )	( )	( )

Instructor's Guide Sheet

MENDING

CONTENTS OF MODULE

Student Self-Check	Activity
MENDING	11
ANSWERS	11
Evaluator's Final Checklist	
REPAIRING SEAMS	13
MENDING BY HAND	13
REPAIRING ELASTIC CASINGS	13

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Repairing Seams 1

Vanderhoff, Margil. **Clothes, Clues, and Careers,** 1977.

TOPIC: Repairing Ripped Seams 3

Liddell, Louise. **Clothes and Your Appearance,** 1977.

TOPIC: Patching and Darning Clothing 5

Liddell, Louise. **Clothes and Your Appearance,** 1977.

Instructor's Guide Sheet

MENDING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if one listed is not available. Discuss methods of seam repair.	RECOMMENDED REFERENCE Vanderhoff, Margil. Clothes, Clues, and Careers, pp. 326, 252-253.
2.	Ask students to bring garments from home which need seam repairs. Demonstrate the use of tools and equipment. Have students repair frayed or raveled seams with appropriate equipment.	Garments with frayed or raveled seams Sewing tools Repairing equipment
3.	Use other references if one listed is not available. Have students tell how they would repair demonstration garments with ripped seams.	RECOMMENDED REFERENCE Liddell, Louise. Clothes and Your Appearance, pp. 110-112. Garment with ripped seams
4.	Ask students to bring garments from home which need ripped seams repaired. Have students use appropriate equipment and methods for repairing seams after watching teacher demonstration.	Garment with ripped seams Sewing tools Repairing equipment
5.	Use other references if one listed is not available. Demonstrate patching and darning of clothing.	RECOMMENDED REFERENCES Lindell, Louise. Clothes and Your Appearance, pp. 106-110. Vanderhoff, Margil. Clothes, Clues, and Careers, pp. 332-339.
6.	Make a bulletin board or display showing steps in patching and darning garments.	Patching and darning samples Bulletin board supplies

182

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	Ask students to bring garments from home which need patches. Students should follow steps displayed to patch a garment.	Garments with holes Sewing tools Repairing equipment
8.	Have students practice darning techniques on fabric samples and/or on garments. Students should follow steps listed in display.	Fabric samples Sewing tools Darning equipment
9.	Use reference which illustrates how to replace elastic in a casing.	Teacher selected reference
10.	Demonstrate replacement of elastic in casing to students and discuss the technique as it is demonstrated.	Garment Thread Sewing tools Repairing equipment
11.	Student Self-Check	Paper and pencil
12.	FHA/HERO Students can offer their repair services to local hospitals, nursing homes, or children's homes.	Needles Thread Thimbles Scissors Other equipment as per repair
13.	You may want the students to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (1) The student(s) will check out on repairing a seam.	Each student will need: Garment Thread Machine Scissors Pinking shears Pressing equipment
	Objective (2) The student(s) will check out on mending a hole or tear by hand.	Each student will need: Garment Thread Hand needles Other hand sewing equipment as necessary
	Objective (3) The student(s) will check out on repairing an elastic casing.	Each student will need: Garment Thread Machine Pins Pressing equipment
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

- Make a plan for repairing your clothes. Find information about the type of repairs you need to make. Plan a specific time to work on this each week. Keep a record of the type of repairs you make.
- Find out the cost of several types of repairs by asking for prices from dressmakers, tailor shops, or dry cleaners.

184

Evaluator's Final Checklist
REPAIRING SEAMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A-1. When constructing a seam, the student:			
1. Plain Seam			
a) Pinned seam, right sides together.	( )	( )	( )
b) Used correct stitch length.	( )	( )	( )
c) Stitched along seam line.	( )	( )	( )
d) Secured stitches.	( )	( )	( )
e) Pressed seam flat.	( )	( )	( )
f) Clipped or notched as directed by pattern, pressed seam open.	( )	( )	( )
g) Used matching color thread.	( )	( )	( )
A-2. When finishing a seam the student: (check only the one which applies to your selection)			
1. Turned-Under or Clean-Finish Edge			
a) Turned under seam allowance.	( )	( )	( )
b) Stitched close to folded edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
2. Stitched and Pinked			
a) Placed line of stitching in seam allowance.	( )	( )	( )
b) Pinked edge next to stitching.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )
3. Zigzagged			
a) Set stitch for desired length and width.	( )	( )	( )
b) Stitched near edge or over edge.	( )	( )	( )
c) Pressed flat and smooth.	( )	( )	( )

Evaluator's Final Checklist

MENDING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
B. When mending by hand the student:			
1. Sewed hand stitches			
a) Neatly.	( )	( )	( )
b) Evenly spaced.	( )	( )	( )
c) Uniform in size.	( )	( )	( )
d) With appropriate thread.	( )	( )	( )
2. Sewed basting stitches			
a) So that slip basting did not show on right side.	( )	( )	( )
3. Sewed running stitches			
a) Short.	( )	( )	( )
b) Secured at one end.	( )	( )	( )
4. Sewed backstitches			
a) Straight.	( )	( )	( )
b) No more than 1/8" (.3 cm) long.	( )	( )	( )
5. Sewed whipstitches and overcast stitches			
a) So that they did not show on right side of fabric.	( )	( )	( )
b) Close to edge.	( )	( )	( )
6. Sewed catchstitches			
a) With a uniform slant to thread.	( )	( )	( )
b) So they were not visible from right side of fabric.	( )	( )	( )
c) Secured at each end.	( )	( )	( )
7. Sewed hemming stitches			
a) As inconspicuous stitches on right side of garment.	( )	( )	( )
8. Sewed pickstitches			
a) So they did not catch underlayer of fabric.	( )	( )	( )
b) So they matched the original or existing stitching.	( )	( )	( )
9. Sewed buttonhole stitches			
a) So they were not pulled too tight.	( )	( )	( )
b) So they had no spaces between stitches.	( )	( )	( )
c) Secured at ends.	( )	( )	( )

Evaluator's Final Checklist

MENDING BY HAND

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
10. Sewed blindstitching			
a) Almost invisible from both right and wrong sides of fabric.	( )	( )	( )
b) Secured at both ends.	( )	( )	( )
11. Sewed slip stitches			
a) Almost invisible from right side.	( )	( )	( )
b) Secured at both ends.	( )	( )	( )
C. When repairing elastic casings the student:			
1. Marked fold line forming casing.	( )	( )	( )
2. Finished any raw edge of fabric.	( )	( )	( )
3. Pressed finished raw edge to inside along the foldline.	( )	( )	( )
4. Pinned and stitched, leaving any desired opening.	( )	( )	( )
5. Made any desired second row of stitching close to fold edge.	( )	( )	( )
6. Pressed smooth and flat.	( )	( )	( )
7. Slipped elastic though casing.	( )	( )	( )
8. Stitched elastic ends together.	( )	( )	( )
9. Stitched opening closed by hand or machine.	( )	( )	( )

Instructor's Guide Sheet

REPLACING FASTENERS

CONTENTS OF MODULE

Student Self-Check	Activity
REPLACING FASTENERS	2
ANSWERS	2
Evaluator's Final Checklist	
REPLACING FASTENERS	3

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Zippers, Buttons and Buttonholes, and Fasteners 1

Module CT-21: LAPPED ZIPPERS.

Butterick. **Quick and Easy Guide to Sewing Techniques**, 1978.

TOPIC: Zippers

Module CT-22: ZIPPERS

Butterick. **Quick and Easy Guide to Sewing Techniques**, 1978.

TOPIC: Buttons and Buttonholes

Module CT-26: BUTTONS AND BUTTONHOLES

Butterick. **Quick and Easy Guide to Sewing Techniques**, 1978.

Instructor's Guide Sheet

REPLACING FASTENERS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if the one listed is not available. Demonstrate each of these techniques and the necessary equipment to the students.	RECOMMENDED REFERENCES Modules CT-25, CT-26, CT-21 and CT-22. Butterick. Quick and Easy Guide to Sewing Techniques. Vanderhoff, Margil. Clothes, Clues, Careers. pp. 261-269, 307-311.
2.	Student Self-Check	Paper and pencil
3.	Use as individual or group activity. Use as a demonstration of zipper replacement is especially desirable.	Garment Sewing equipment Hooks and eyes Snaps Buttons Zippers Thread Demonstration materials
4.	FHA/HERO Students can offer their repair services to local hospitals, nursing homes, or children's homes.	Needles Thread Thimbles Scissors Other equipment as per repair
5.	You may want the student(s) to check out on one of the objectives. If this is the case, avoid assigning an objective until the students have completed all of the Learning Activities provided in the module.	

189

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (1) The student(s) will check out on replacing snaps.	Each student will need: Snaps Thread Hand needle Thimble Scissors
	Objective (2) The student(s) will check out on replacing hook and eye.	Each student will need: Hook and eye Thread Hand needles Thimble Scissors
	Objective (3) The student(s) will check out on adding buttons.	Each student will need: Buttons Thread Hand needles Thimble Scissors
	Objective (4) The student(s) will check out on replacing zippers.	Each student will need: Zippers Zipper foot Machine Thread Scissors
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

Evaluator's Final Checklist

REPLACING FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. Snaps			
1. Positioned ball (top) side of snap on under side of overlap of garment.	( )	( )	( )
2. Sewed in place.	( )	( )	( )
3. Closed placket and positioned socket (bottom) part of snap on underlap of garment.	( )	( )	( )
4. Sewed in place.	( )	( )	( )
B. Hook and eye			
1. Placed hook in position on wrong side of overlap of garment.	( )	( )	( )
2. Sewed hook in place.	( )	( )	( )
3. Closed opening and located position of eye.	( )	( )	( )
4. Sewed each ring of eye in place.	( )	( )	( )
C. Buttons			
1. Button (sew thru)			
a) Marked position of button.	( )	( )	( )
b) Passed threaded needle through marking from outside of garment.	( )	( )	( )
c) Held button in position.	( )	( )	( )
d) Brought thread through one eye from underside of garment and down through other eye, leaving stitches loose.	( )	( )	( )
e) Repeated step 4 several times.	( )	( )	( )
f) Wrapped thread, still attached to needle, around threads between button and garment to form shank.	( )	( )	( )
g) Tied off threads.	( )	( )	( )
h) Cut threads.	( )	( )	( )
2. Button (shank)			
a) Held button with shank in alignment with buttonhole.	( )	( )	( )
b) Passed needle through garment and then shank several times.	( )	( )	( )
c) Tied off thread.	( )	( )	( )
d) Cut thread.	( )	( )	( )

191

Evaluator's Final Checklist

REPLACING FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
D. Zippers			
1. Center Zipper			
a) Removed stitches, releasing old zipper.	( )	( )	( )
b) Basted zipper opening together.	( )	( )	( )
c) Pressed seam open.	( )	( )	( )
d) Opened zipper, placed face down with zipper teeth on seam line.	( )	( )	( )
e) Basted.	( )	( )	( )
f) Closed zipper, spread garment flat with zipper face down on seam allowance.	( )	( )	( )
g) Turned garment to outside.	( )	( )	( )
h) Top stitched, pressed, removed seam basting.	( )	( )	( )
2. Lapped Zipper			
a) Basted zipper opening together.	( )	( )	( )
b) Pressed seam open.	( )	( )	( )
c) Opened zipper; placed face down on seam allowance.	( )	( )	( )
d) Placed zipper teeth on seam line.	( )	( )	( )
e) Basted.	( )	( )	( )
f) Closed zipper; turned face up.	( )	( )	( )
g) Smoothed away fabric from zipper.	( )	( )	( )
h) Topstitched through folded seam allowance.	( )	( )	( )
i) Spread garment flat with zipper face down.	( )	( )	( )
j) Turned pull-tab up.	( )	( )	( )
k) Stitched.	( )	( )	( )
l) Pressed.	( )	( )	( )
m) Removed seam basting.	( )	( )	( )

Evaluator's Final Checklist

REPLACING FASTENERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. Invisible Zipper			
a) Attached invisible zipper foot.	( )	( )	( )
b) Pressed zipper tape.	( )	( )	( )
c) Placed open zipper face down on right side of fabric, coiled along seamline; pinned; stitched.	( )	( )	( )
d) Pinned unstitched side of zipper tape along opposite seamline; stitched.	( )	( )	( )
e) Attached regular presser foot and stitched remaining seam.	( )	( )	( )
f) Stitched zipper tape to each side of seam allowance.	( )	( )	( )
g) Pressed neatly.	( )	( )	( )
h) Looked like a seam; only the tab showed.	( )	( )	( )

Instructor's Guide Sheet

DECORATING CLOTHING

CONTENTS OF MODULE

Student Self-Check	Activity
DECORATING CLOTHING	5
ANSWERS	5
Evaluator's Final Checklist	
DECORATING CLOTHING	7

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Decorating Garments 1

Liddell, Louise. **Clothes and Your Appearance,** 1977.

Instructor's Guide Sheet

DECORATING CLOTHING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if the one listed is not available. Discuss various methods of decorating clothing. View filmstrips on subject if available.	RECOMMENDED REFERENCE Liddell, Louise. **Clothes and Your Appearance**, pp. 282-305. ADDITIONAL REFERENCES **Clothes for Teens** **Steps in Clothing Skills**
2.	Have a display of garments with decorations to help students with the visit to the store.	Sample garments or pictures of decorated clothing
3.	Students will need direction to learn techniques. Demonstrate those techniques students have selected to learn.	Display craft books, pamphlets, and media available for each technique.
4.	Provide needed materials for student to practice simple decorations. Utilize the expertise of students who may know particular techniques.	Craft tools and materials as needed
5.	Student Self-Check	Paper and pencil
6.	FHA/HERO Students may use their particular talent to apply decorations to garments for gifts and/or items to be sold for fund-raising.	Garments Sewing equipment for various decorative techniques Decorative materials for particular techniques

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	Student(s) will check out on decorating clothing.	Each student will need: Craft tools and materials as needed Finished decoration applied to the garment
	Use the Evaluator's Final Checklist for checking out the student.	A Master Copy of the Evaluator's Final Checklist is provided.
	You may want the student to practice the decoration chosen on a sample before applying it to the garment.	

EXTENDED LEARNINGS

Encourage student(s) to:

- Bring examples of decorations for clothing to class for a display.
- Learn a needlecraft from another student, parent, teacher, or senior citizen.
- Plan a contest for decorative arts in clothing. Ask an art teacher to help with the judging.

Evaluator's Final Checklist
DECORATING CLOTHING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When decorating clothing, the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. Chose decoration appropriate for the garment.	( )	( )	( )
B. Marked the position of the decoration.	( )	( )	( )
C. Followed directions for applying the decoration.	( )	( )	( )
D. Completed the decorative procedure.	( )	( )	( )
E. Pressed the garment.	( )	( )	( )
F. Secured the decoration so that it is sturdy.	( )	( )	( )
G. Completed the procedures so that the decoration is neat and attractive.	( )	( )	( )

Instructor's Guide Sheet

FITTING ALTERATIONS

CONTENTS OF MODULE

Student Self-Check	Activity
FITTING ALTERATIONS	7
ANSWERS	7
Evaluator's Final Checklist	
FITTING ALTERATIONS	9

RECOMMENDED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: Clothing Alterations 1

Brinkley, Jeanne. **Altering Ready-To-Wear Fashions,** 1976 edition.

Instructor's Guide Sheet

FITTING ALTERATIONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	After students have read about clothing alterations, have them discuss the various alterations that can be made on garments. Also discuss the sewing equipment needed for making alterations. If you feel that students need more information about fitting alterations have them read additional books.	RECOMMENDED REFERENCE Brinkley, Jeanne. **Altering Ready-To-Wear Fashions,** pp. 145-196. ADDITIONAL REFERENCE Vanderhoff, Margil. **Clothes Part of Your World,** pp. 232-240.
2.	Demonstrate pin fitting alterations. Show each step of the various alterations that can be made on garments.	Poorly fitted garment(s) Sewing tools Equipment used for fitting garments such as pins, chalk, hem markers, etc.
3.	Display equipment for making alterations. Students should select sewing equipment they need for fitting garments.	Fitting tools Equipment as discussed in reading and demonstration
4.	Divide class into partners. Have each pair practice observing the fit of different garments on the wearers.	Have several garments with fitting problems.
5.	After observations have been completed, have students determine what alterations need to be made on each garment. Have students discuss changes with wearer and instructor.	Garments to be altered should be worn by wearer.
6.	After students have completed pin fitting the garments, have them discuss the reasons for their placements of pins and chalk marks.	Fitting tools and equipment; garments to be fitted

193

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	Student Self-Check	Paper and pencil
8.	FHA/HERO Have students plan to make fitting alterations for the handicapped or elderly citizens of the community.	
9.	The students will check out by making fitting alterations on garments provided by students and/or community.	Each student will need the following: Fitting tools and equipment listed in Learning Activity 2 Poorly fitting garment(s)
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Visit an alterationist to determine fitting procedures and customer relations.
- Read **Altering Ready-To-Wear Fashions**, pp. 145-196 for information on fitting more difficult garments. Practice on actual garments.

200

Evaluator's Final Checklist

FITTING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making fitting alterations the student:			
A. Collected all equipment prior to fitting.	( )	( )	( )
B. Observed the garment on the individual.	( )	( )	( )
C. Determined where changes needed to be made.	( )	( )	( )
D. Marked the changes with pins or chalk.	( )	( )	( )
E. Made the needed alteration(s).	( )	( )	( )

Instructor's Guide Sheet

HEMMING ALTERATIONS

CONTENTS OF MODULE

Student Self-Check	Activity
SHORTENING AND LENGTHENING HEMLINES	5
ANSWERS	5
ADDING CUFFS	9
ANSWERS	9

Evaluator's Final Checklist	
HEMMING ALTERATIONS	1

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Altering Hemlines 1,6

Brinkley, Jeanne, and Aletti, Anne. **Altering Ready-To-Wear Fashions,** 1976 edition.

Instructor's Guide Sheet

HEMMING ALTERATIONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Students should review hemming techniques in Module C-32, HEMMING. After students have read information about altering hemlines, have a group discussion about each of the techniques. Encourage students to ask questions.	Module C-32, HEMMING RECOMMENDED REFERENCE Brinkley, Jeanne, and Aletti, Ann. **Altering Ready-To-Wear Fashions,** pp. 245-248. ADDITIONAL REFERENCE Vanderhoff, Margil. **Clothes Part of Your World.**
2.	Demonstrate shortening and lengthening hemlines on garments or on fabric samples. Show each step of the shortening and lengthening processes.	Garments (dresses, skirts, pants, etc.) which need to be shortened and/or lenghened and/or make fabric samples Sewing equipment needed for tasks such as: Seam ripper/snips Steam/dry iron Hem marker Pins Needles Thimble Scissors Thread Tailors' chalk
3,4.	Divide the class into partners. Have each pair practice the steps for shortening a hemline on a garment or have students work individually. Sources of projects: faculty, students, friends, neighbors or relatives of students in class.	Garments for practicing the alteration and the appropriate sewing equipment listed in Learning Activity 2.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
5.	Student Self-Check	Paper and pencil
6.	After the students have read the information about adding cuffs, have them discuss the garments which need cuffs. Students should tell one or two facts they learned from the reading.	RECOMMENDED REFERENCE Brinkley, Jeanne and Aletti, Ann. **Altering Ready-To-Wear Fashions,** pp. 319-321.
7.	Demonstrate adding cuffs on garment or on fabric sample. Show each step of the cuffing process.	Pants which need cuffs added or fabric sample and the appropriate sewing equipment listed in Learning Activity 2.
8.	Students can practice adding cuffs to a pair of pants or practice adding cuffs on a fabric sample.	Garments such as pants or fabric samples for adding cuffs and the appropriate sewing equipment listed in Learning Activity 2.
9.	Student Self-Check	Paper and pencil
10.	FHA/HERO Have the student(s) plan and make hemming alterations as a fund raising project.	
11.	You may want the student(s) to check out on only one or two of the three objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out by shortening the hemline of a garment.	Each student will need: A garment to be shortened The appropriate sewing equipment listed in Learning Activity 2.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
	Objective (2) The student(s) will check out by lengthening the hemline of a garment.	Each student will need: A garment to be lengthened The appropriate sewing equipment listed in Learning Activity 2.
	Objective (3) The student(s) will check out by adding cuffs to a garment.	Each student will need: A garment to be cuffed The appropriate sewing equipment listed in Learning Activity 2.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Develop a collection of colored pictures of before and after pictures of unusual hem alterations.
- Alter garments with uneven hemlines.
- Alter hemlines for people at a nursing home.

Evaluator's Final Checklist

HEMMING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When shortening a hemline, the student:			
1. Removed stitches, released hem.	( )	( )	( )
2. Pressed existing foldline from hem.	( )	( )	( )
3. Marked new foldline.	( )	( )	( )
4. Marked amount to be cut from hem.	( )	( )	( )
5. Trimmed along markings established in Step 4.	( )	( )	( )
6. Finished edge of hem.	( )	( )	( )
7. Turned hem up on foldline, matched seam.	( )	( )	( )
8. Hemmed garment.	( )	( )	( )
9. Pressed altered areas.	( )	( )	( )
and/or			
B. When lengthening a hemline, the student:			
1. Removed stitches, released hem.	( )	( )	( )
2. Pressed and determined if original foldline could be removed.	( )	( )	( )
3. Marked new foldline.	( )	( )	( )
4. Faced hem.	( )	( )	( )
5. Turned hem up on new foldline, matched seams.	( )	( )	( )
6. Hemmed garment.	( )	( )	( )
7. Pressed altered area.	( )	( )	( )

Evaluator's Final Checklist

HEMMING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
and/or			
C. When adding cuffs to pants, the student:			
1. Measured from waistband seam down to desired length and marked.	( )	( )	( )
2. Measured from marked line the desired width of cuff.	( )	( )	( )
3. Drew a diagonal line across the pant leg on both sides at this point. Pant will be ½" longer in back.	( )	( )	( )
4. Marked a third line the same distance from the diagonal line as the diagonal line was from the first marked line.	( )	( )	( )
5. Measured 1½ inches (3.8 cm) down from this line for straight leg pants, 2 inches (5 cm) for flares.	( )	( )	( )
6. Trimmed away any excess fabric.	( )	( )	( )
7. Folded fabric under.	( )	( )	( )
8. Stitched at top of hem with catch stitch or machine blind stitch.	( )	( )	( )
9. Folded cuff to outside.	( )	( )	( )
10. Pressed.	( )	( )	( )
11. Tacked cuff in place at side seams.	( )	( )	( )

207

Instructor's Guide Sheet

SEAM ALTERATIONS

CONTENTS OF MODULE

Student Self-Check	Activity
SEAM ALTERATIONS	6
ANSWERS	6
Evaluator's Final Checklist	
SEAM ALTERATIONS	8

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Making Seam Alterations 1

Vanderhoff, Margil. **Textiles for Home and People,** 1973 edition.

Instructor's Guide Sheet

SEAM ALTERATIONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Students should review Module CT-36 FITTING ALTERATIONS, Module CT-14 FITTING A GARMENT, and Module CT-18 SEAMS.	Modules CT-14, CT-18, and CT-36
	After students have read information on making seam alterations, have them discuss when they should use each seam alteration.	RECOMMENDED REFERENCE Vanderhoff, Margil. **Textiles for Homes and People**, pp. 294, 300-305.
2.	Demonstrate pin fitting seam alterations. a. Taking in seams b. Letting out seams c. Tapering seams	Garments which need 3 types of seam alterations Pins and pin cushion
3.	Let students model their personal clothing. Divide the class into partners. Have each pair practice determining what, where, and how much seam altering should be done on each garment.	Have students bring their personal garments for seam alterations. Pins/pin cushions
4.	Demonstrate the steps in making each seam alteration. a. Taking-up seams b. Letting out seams c. Tapering seams	Garments or fabric samples Seam ripper/snip Sewing machine Scissors/snips Steam/dry iron Pins/pin cushion Tailor's chalk Tracing wheel
5.	Students can practice seam alterations on garments or fabric samples. They can practice: a) taking up seams, b) letting out seams, and/or c) tapering seams.	Garments or fabric samples for practicing seam alterations and the appropriate sewing equipment listed in Learning Activity 4.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
5.	Sources of projects are faculty, students, and neighbors or relatives of students in class.	
6.	Student Self-Check	Paper and pencil
7.	FHA/HERO Have the student(s) plan and make seam alterations for others as a fund raising project.	
8.	You may want the student(s) to check out on only one or two of the three objectives. If this is the case avoid assigning an objective until the students have completed all the Learning Activities provided in the module.	
	Objective (1) The student(s) will check out by taking in seam(s) on a garment.	Each student will need: A garment with seam(s) to be taken in The appropriate sewing equipment listed in Learning Activity 4.
	Objective (2) The student(s) will check out by letting out seam(s) on a garment.	Each student will need: A garment with seam(s) to be let out The appropriate sewing equipment listed in Learning Activity 4.
	Objective (3) The student(s) will check out by tapering seams on a garment.	Each student will need: A garment with seam(s) to be tapered The appropriate sewing equipment listed in Learning Activity 4.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Try on clothes in a department store and determine if alterations are needed to make the garment more attractive. Write a report of the trip and your findings.
- Decrease the flare in the legs of pants.
- Bring in some out of style clothing and discuss changes which could be made to make the styles more current.

Evaluator's Final Checklist

SEAM ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A.	In letting out a seam the student:			
	1. Determined amount to be let out.	( )	( )	( )
	2. Marked position of new seam lines.	( )	( )	( )
	3. Stitched new seam lines on the alteration markings.	( )	( )	( )
	4. Removed stitches releasing original seams.	( )	( )	( )
	5. Pressed altered areas flat and smooth with no visible signs of alterations.	( )	( )	( )
	6. Replaced hems or cuffs neatly (if applicable).	( )	( )	( )
B.	In taking up a seam the student:			
	1. Determined the amount of fullness to be removed.	( )	( )	( )
	2. Decreased both sides of garment the same amount.	( )	( )	( )
	3. Pressed together seams to be altered.	( )	( )	( )
	4. Stitched new seam lines on the alteration markings.	( )	( )	( )
	5. Removed original seam stitching.	( )	( )	( )
	6. Trimmed the excess seam allowances.	( )	( )	( )
	7. Pressed new seam flat and smooth with no visible signs of alterations.	( )	( )	( )
	8. Replaced hems or cuffs neatly (if applicable).	( )	( )	( )
C.	In tapering a seam the student:			
	1. Removed stitches releasing hem or cuff at seamline (if applicable).	( )	( )	( )
	2. Marked amount to be tapered.	( )	( )	( )
	3. Transferred markings to inside of garment seams.	( )	( )	( )
	4. Stitched on markings with a gradual taper.	( )	( )	( )
	5. Removed original stitching.	( )	( )	( )
	6. Trimmed excess seam allowance.	( )	( )	( )
	7. Pressed seams flat and smooth with no visible signs of alterations.	( )	( )	( )
	8. Repalced hems and cuffs (if applicable).	( )	( )	( )

Instructor's Guide Sheet

SLEEVE ALTERATIONS

CONTENTS OF MODULE

Student Information	Activity
STANDARDS OF FIT	1
Student Self-Check	
SLEEVE LENGTHS	6
ANSWERS	6
Evaluator's Final Checklist	
SLEEVE ALTERATIONS	8

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None

Instructor's Guide Sheet

SLEEVE ALTERATIONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Students should review CT-32 HEMMING. After students have read Student Information, STANDARDS OF FIT, have a group discussion on the garment styles versus sleeve lengths. Encourage students to ask questions.	Module CT-32 HEMMING
2.	Have students bring a short sleeved garment and a long sleeved garment to class. Encourage students to evaluate their sleeve lengths against the standards given in Learning Activity 1. Discuss their findings to determine sleeve alterations needed.	Students' short and long sleeved garments
3.	Demonstrate shortening and lengthening sleeves. Show each step of the shortening and lengthening processes.	Garments needing sleeve alterations Seam ripper/snips Scissors Steam/dry iron Sewing machine Thread Pins/pin cushion Marker Tailor's chalk
4,5.	Divide the class into partners or have students work individually to shorten sleeves and lengthen sleeves. Sources of projects: faculty, students, neighbors or relatives of students in class.	Garments needing sleeve alterations and the appropriate sewing equipment listed in Learning Activity 3.
6.	Student Self-Check	Paper and pencil

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
7.	FHA/HERO Have the students plan and make sleeve alterations for uniforms of a school group.	
8.	You may want the student(s) to check out on only one of the two objectives. If this is the case, avoid assigning an objective until the students have completed all the Learning Activities provided in module.	
	Objective (1) The student(s) will check out by shortening the sleeves on a garment.	Each student will need: A garment with sleeves to be shortened The appropriate sewing equipment listed in Learning Activity 3.
	Objective (2) The student(s) will check out by lengthening the sleeves on a garment.	Each student will need: A garment with sleeves to be lengthened The appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Discuss the phrases "cut off in a hurry," "outgrown," and "will grow into" looks, or write a paragraph on your thoughts about these phrases.
- Plan and make a bulletin board on "Sleeve Lengths for Body Shapes" or "Steps in Changing a Long Sleeve to a Short Sleeve."

Evaluator's Final Checklist

SLEEVE ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. In lengthening sleeves the student:			
1. Removed stitches releasing hem.	( )	( )	( )
2. Pressed crease from hem.	( )	( )	( )
3. Marked amount sleeves were to be lengthened.	( )	( )	( )
4. Turned under on marked line an even depth all around.	( )	( )	( )
5. Hemmed using a hemming method appropriate for fabric type and weave.	( )	( )	( )
6. Applied facings to bottom edges of sleeves if extra fabric was needed for length.	( )	( )	( )
7. Pressed the altered areas flat and smooth with no visible signs of alterations.	( )	( )	( )
B. In shortening sleeves the student:			
1. Marked sleeves amount to be shortened.	( )	( )	( )
2. Removed stitches, releasing hem.	( )	( )	( )
3. Turned sleeve hem up on new length marking.	( )	( )	( )
4. Trimmed excess fabric, leaving the hem an even depth all around.	( )	( )	( )
5. Hemmed, using a hemming method appropriate for fabric type and weave.	( )	( )	( )
6. Pressed altered area flat and smooth with no visible signs of alterations.	( )	( )	( )

Instructor's Guide Sheet

FACING ALTERATIONS

CONTENTS OF MODULE

Student Self-Check	Activity
ADDING FACINGS	4
ANSWERS	4
Evaluator's Final Checklist	
FACING ALTERATIONS	6

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None

Instructor's Guide Sheet

FACING ALTERATIONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Students should review Module CT-23 FACINGS AND INTERFACINGS. Display of garments which require various types of facings replacements. Have students discuss the various styles of facings.	Module CT-23 FACINGS AND INTERFACINGS. Collection of garments with various types of facings, i.e. round neck, V-neck, square neck Garments with collars and/or unlined and lined jackets
2.	Demonstrate removing old facings, and making and applying new facings. Show each step of facing replacement.	Garment(s) needing facing(s) replacement Seam ripper/snips Shears Steam/dry iron Sewing machine Thread Pins/pin cushion Markers
3.	Divide the class into partners or have students work individually to replace facings in garments. Sources of projects: faculty, students, neighbors, or relatives of students in class.	Garments needing facing replacement The appropriate sewing equipment listed in Learning Activity 2.
4.	Student Self-Check	Paper and pencil
5.	FHA/HERO Have students plan to make garment alterations as a fund raising project. Plan charges for doing facing replacements.	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	The student(s) will check out by replacing facing(s) on a garment.	Each student will need: A garment with facing(s) to be replaced The appropriate sewing equipment listed in Learning Activity 2.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Replace a variety of facings in several garments.
- Replace facings that involve changes in size of the facing.
- Remove sleeves or collar from a garment and remake it into a sleeveless or collarless garment.

Evaluator's Final Checklist

FACING ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. When removing old facings the student:			
1. Carefully removed facing from garment.	( )	( )	( )
2. Removed all stitching and ironed.	( )	( )	( )
3. Made paper pattern from the old facing including changes if seams were also altered.	( )	( )	( )
B. When applying new facings, the student:			
1. Staystitched facings on the curved side.	( )	( )	( )
2. Interfaced facings if necessary.	( )	( )	( )
3. Matched notches and markings, pinned and stitched.	( )	( )	( )
4. Understitched facings.	( )	( )	( )
5. Trimmed and graded seam allowances.	( )	( )	( )
6. Pressed open seams.	( )	( )	( )
7. Finished outer edges of the facing.	( )	( )	( )
8. Tucked facing to garment at seams.	( )	( )	( )
9. Pressed altered area.	( )	( )	( )

220

Instructor's Guide Sheet

DART ALTERATIONS

CONTENTS OF MODULE

Student Self-Check	Activity
DART ALTERATIONS	6
ANSWERS	6
Evaluator's Final Checklist	
DART ALTERATIONS	8

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Making Decisions to Alter Garments 1

Vanderhoff, Margil. **Clothes Part of Your World,** 1973 edition.

TOPIC: Altering Bust and Waistline Darts 2

Brinkley, Jeanne, and Aletti, Ann. **Altering Ready-To-Wear Fashions,** 1976 edition.

Instructor's Guide Sheet

DART ALTERATIONS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Students should review Module CT-16 MAKING DARTS. After students have read information about making decisions to alter garments, have a group discussion which summarizes the criteria for making alterations on garments. Encourage students to use criteria on all garments to be altered.	Module CT-16 MAKING DARTS RECOMMENDED REFERENCE Vanderhoff, Margil. **Clothes Part of Your World**, p. 233.
2.	After students have read information about altering bust and waistline darts, have them compare the steps for altering bust darts to the steps for altering waistline darts.	RECOMMENDED REFERENCE Brinkley, Jeanne, and Aletti, Ann. **Altering Ready-To-Wear Fashions**, pp. 162-166.
3.	Demonstrate making dart alterations. Show each step for altering bust darts and show ech step for altering waistline darts.	Garments needing bust and waistline dart alteration or make fabric samples which show each step. Seam ripper/snips Steam/dry iron Sewing machine Pins/pin cushion Tailor's chalk
4,5.	Divide the class into partners or have each student work individually. Have each pair practice the steps for altering bust darts and/or waistline darts on a garment or fabric samples. Sources of projects: faculty, students, neighbors or relatives of students in class.	Garments for practicing the dart alterations and/or fabric samples Use the appropriate sewing equipment listed in Learning Activity 3.

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
6.	Student Self-Check	Paper and pencil
7.	FHA/HERO Have students plan to make dart alterations as a fund-raising project. Plan charges for doing dart alterations.	
8.	The student(s) will check out by altering darts.	Each student will need: A garment which needs the dart(s) altered The appropriate sewing equipment listed in Learning Activity 3.
	Use the Evaluator's Final Checklist for checking out each student's performance.	A Master Copy of the Evaluator's Final Checklist is provided.

EXTENDED LEARNINGS

Encourage the student(s) to:

- Alter garments for faculty, other students, friends, neighbors, or relatives of students in the class.
- Develop a collection of colored slides of before and after pictures of unusual fitting problems.

Evaluator's Final Checklist

DART ALTERATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When altering darts, the student:			
A. Determined the type of alteration.	( )	( )	( )
B. Removed stitching from seams.	( )	( )	( )
C. Removed stitching from darts.	( )	( )	( )
D. Pressed dart areas.	( )	( )	( )
E. Transferred dart marking to wrong side of garment.	( )	( )	( )
F. Stitched darts as marked.	( )	( )	( )
G. Pressed darts.	( )	( )	( )
H. Restitched seams.	( )	( )	( )
I. Pressed altered seams.	( )	( )	( )

Instructor's Guide Sheet

MAKE A SKIRT

CONTENTS OF MODULE

Student Self-Check	Activity
SKIRT CONSTRUCTION	3
ANSWERS	3
Evaluator's Final Checklist	
MAKE A SKIRT	6

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Skirt Construction 1

Carson, Byrta. **How You Look and Dress,** pp. 263-276.

Instructor's Guide Sheet

MAKE A SKIRT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if one listed is not available.	RECOMMENDED REFERENCE Carson, Byrta. How You Look and Dress, pp. 263-276.
2.	Use demonstrations as follow-up. Use visuals as a group or individual activity.	Visual aid equipment selected by your instructor
3.	None	Paper and pencil
4.	Use other guide sheets if one listed is not available. Wall charts may be used.	Pattern guide sheet
5.	Provide needed materials.	Use sewing tools and equipment as listed in the objective.
6.	Use the Evaluator's Final Checklist for checking out the student.	Paper and pencil

Evaluator's Final Checklist

MAKE A SKIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When making a skirt the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.	( )	( )	( )
(4) Opened and closed with ease.	( )	( )	( )
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.	( )	( )	( )
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Evaluator's Final Checklist

MAKE A SKIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
5. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )
6. Band			
a) Measured even in width.	( )	( )	( )
b) Stitched straight.	( )	( )	( )
c) Grain perfect.	( )	( )	( )

Instructor's Guide Sheet

MAKE SLACKS

CONTENTS OF MODULE

Student Self-Check	Activity
SLACKS CONSTRUCTION	4
ANSWERS	4
Evaluator's Final Checklist	
MAKE SLACKS	7

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Slack Construction	1
Vanderhoff, Margil. **Clothes, Clues, and Careers**, p. 149.	1,2

229

Instructor's Guide Sheet

MAKE SLACKS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Wall charts may be used in place of a reference.	Vanderhoff, Margil. **Clothes, Clues, and Careers**, p. 149. Other references will be selected and provided by instructor.
3.	Use demonstrations as follow-up. Use visuals as a group or individual activity.	Visual aid equipment selected by instructor.
5.	Use other guide sheets if one listed is not available. Wall charts may be used.	Pattern guide sheet
6.	Provide needed materials.	Use sewing tools and equipment as listed in the objective.
7.	Use the Evaluator's Final Checklist for checking the student out.	Paper and pencil Finished slacks

Evaluator's Final Checklist

MAKE SLACKS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making slacks the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Evaluator's Final Checklist

MAKE SLACKS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
5. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )
6. Band			
a) Measured even in width.	( )	( )	( )
b) Stitched straight.	( )	( )	( )
c) Grain perfect.	( )	( )	( )

Instructor's Guide Sheet

MAKE A BLOUSE/SHIRT

CONTENTS OF MODULE

Student Self-Check	Activity
BLOUSE CONSTRUCTION	4
ANSWERS	4
Evaluator's Final Checklist	
MAKE A BLOUSE/SHIRT	7

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Blouse Construction 1,2

Carson, Byrta. **How You Look and Dress.**

Vanderhoff, Margil. **Clothes, Clues, and Causes.**

Instructor's Guide Sheet

MAKE A BLOUSE/SHIRT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if one listed is not available.	RECOMMENDED REFERENCES Carson, Byrta. **How You Look and Dress**, pp. 278-288. Vanderhoff, Margil. **Clothes, Clues, and Careers**, p. 144.
3.	Use demonstrations as follow-up. Use visuals as a group or individual activity.	Visual aid equipment selected by instructor
5.	Use other guide sheets if one listed is not available. Wall charts may be used.	Pattern guide sheet
6.	Provide needed material.	Use sewing tools and equipment as listed in the objective.
7.	Use the Evaluator's Final Checklist for checking out the student.	Paper and pencil Finished blouse or shirt

Evaluator's Final Checklist

MAKE A BLOUSE/SHIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When making a blouse/shirt the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Evaluator's Final Checklist

MAKE A BLOUSE/SHIRT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Collar/Cuffs			
a) Understitched evenly.	( )	( )	( )
b) Uniform in shape.	( )	( )	( )
c) Identical in shape to pattern.	( )	( )	( )
d) Wrinkle-free.	( )	( )	( )
e) Free of bulk.	( )	( )	( )
f) Flat against garment.	( )	( )	( )
g) Centered on neckline.	( )	( )	( )
5. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
6. Sleeves			
a) Smooth at cap.	( )	( )	( )
b) Evenly gathered at cap.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
7. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )

Instructor's Guide Sheet

MAKE A DRESS

CONTENTS OF MODULE

Student Self-Check	Activity
DRESS CONSTRUCTION	3
ANSWERS	3
Evaluator's Final Checklist	
MAKE A DRESS	6

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Dress Construction 1

Carson, Byrta. **How You Look and Dress.**

Instructor's Guide Sheet

MAKE A DRESS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Use other references if one listed is not available.	RECOMMENDED REFERENCE Carson, Byrta. How You Look and Dress, pp. 290-304.
2.	Use demonstrations as follow-up. Use visuals as a group or individual activity.	Visual aid equipment selected by instructor.
4.	Use other guide sheets if one listed is not available. Wall charts may be used.	Pattern guide sheets
5.	Provide needed materials.	Use sewing tools and equipment as listed in the objective.
6.	Use the Evaluator's Final Checklist for checking out the student.	Paper and pencil Finished dress

238

Evaluator's Final Checklist

MAKE A DRESS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a dress the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.	( )	( )	( )
(4) Opened and closed with ease.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Evaluator's Final Checklist

MAKE A DRESS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Collars/Cuffs			
a) Understitched evenly.	( )	( )	( )
b) Uniform in shape.	( )	( )	( )
c) Identical in shape to pattern.	( )	( )	( )
d) Wrinkle-free.	( )	( )	( )
e) Free of bulk.	( )	( )	( )
f) Flat against garment.	( )	( )	( )
g) Centered on neckline.	( )	( )	( )
5. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
6. Sleeves			
a) Smooth at cap.	( )	( )	( )
b) Evenly gathered at cap.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
7. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )
8. Band			
a) Measured even in width.	( )	( )	( )
b) Stitched straight.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
9. Waist-skirt joining			
a) Matched at back, front and side seams.	( )	( )	( )
b) Matched in design.	( )	( )	( )
c) Pressed in correct direction.	( )	( )	( )

Instructor's Guide Sheet

MAKE A JUMPSUIT

CONTENTS OF MODULE

Student Self-Check	Activity
JUMPSUIT CONSTRUCTION	3
ANSWERS	3
Evaluator's Final Checklist	
MAKE A JUMPSUIT	6

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None

Instructor's Guide Sheet

MAKE A JUMPSUIT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Wall charts may be used in place of a reference.	Reference will be selected and provided by instructor.
2.	Use demonstrations as follow-up. Use visuals as a group or individual activity.	Visual aid equipment selected by instructor.
4.	Use other guide sheets if one listed is not available. Wall charts may be used.	Pattern guide sheet
5.	Provide needed materials.	Use sewing tools and equipment as listed in the objective.
6.	Use the Evaluator's Final Checklist for checking out the student.	Paper and pencil Finished jumpsuit

242

Evaluator's Final Checklist

MAKE A JUMPSUIT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When making a jumpsuit the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B. Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.			
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.			
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Instructor's Guide Sheet

MAKE A JACKET/COAT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Wall charts may be used in place of a reference.	Reference will be selected and provided by instructor.
2.	Use demonstrations as follow-up. Use visuals as a group or individual activity.	Visual aid equipment selected by instructor.
4.	Use other guide sheets if one listed is not available. Wall charts may be used.	Pattern guide sheet
5.	Provide needed materials.	Use sewing tools and equipment as listed in the objective.
6.	Use the Evaluator's Final Checklist for checking out the student.	Paper and pencil Finished jacket or coat

Instructor's Guide Sheet

MAKE A JACKET/COAT

CONTENTS OF MODULE

Student Self-Check	Activity
UNLINED JACKET WITH PATCH POCKETS	3
ANSWERS	3
Evaluator's Final Checklist	
MAKE A JACKET/COAT	6

RECOMMENDED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None

Instructor's Guide Sheet

MAKE A JACKET/COAT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT
1.	Wall charts may be used in place of a reference.	Reference will be selected and provided by instructor.
2.	Use demonstrations as follow-up. Use visuals as a group or individual activity.	Visual aid equipment selected by instructor.
4.	Use other guide sheets if one listed is not available. Wall charts may be used.	Pattern guide sheet
5.	Provide needed materials.	Use sewing tools and equipment as listed in the objective.
6.	Use the Evaluator's Final Checklist for checking out the student.	Paper and pencil Finished jacket or coat

Evaluator's Final Checklist

MAKE A JACKET/COAT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
When making a jacket or coat the student:			
A. General Appearance			
1. Fitted to wearer.	( )	( )	( )
2. Pressed.	( )	( )	( )
B Construction			
1. Darts/Tucks			
a) Stitched to point toward fullest part of curves being covered.	( )	( )	( )
b) Free of puckers.	( )	( )	( )
c) Fastened securely at ends.	( )	( )	( )
d) Pressed flat in proper direction.	( )	( )	( )
2. Seams			
a) Stitched straight.	( )	( )	( )
b) Even in width.	( )	( )	( )
c) Stitched firmly.	( )	( )	( )
d) Finished appropriately for fabric.	( )	( )	( )
e) Pressed smoothly.	( )	( )	( )
f) Matched in design.	( )	( )	( )
3. Closures			
a) Zipper			
(1) Stitched straight.	( )	( )	( )
(2) Free of puckers.	( )	( )	( )
(3) Covered by material.	( )	( )	( )
(4) Opened and closed with ease.	( )	( )	( )
b) Buttonholes			
(1) Spaced evenly.	( )	( )	( )
(2) Suitable in length.	( )	( )	( )
(3) Stitched firmly.	( )	( )	( )
(4) Free of ravels.	( )	( )	( )
c) Buttons			
(1) Spaced evenly.	( )	( )	( )
(2) Attached securely.	( )	( )	( )
(3) Aligned with buttonholes.	( )	( )	( )
d) Others			
(1) Aligned.	( )	( )	( )
(2) Fastened securely to garment.	( )	( )	( )
(3) Inconspicuous on outside.	( )	( )	( )

Evaluator's Final Checklist

MAKE A JACKET/COAT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
4. Collar/Cuffs			
a) Understitched evenly.	( )	( )	( )
b) Uniform in shape.	( )	( )	( )
c) Identical in shape to pattern.	( )	( )	( )
d) Wrinkle-free.	( )	( )	( )
e) Free of bulk.	( )	( )	( )
f) Flat against garment.	( )	( )	( )
g) Centered on neckline.	( )	( )	( )
5. Facings			
a) Understitched evenly.	( )	( )	( )
b) Flat against garment.	( )	( )	( )
c) Free of puckers.	( )	( )	( )
d) Finished at outer edges.	( )	( )	( )
e) Tacked inconspicuously to garment at seams.	( )	( )	( )
6. Sleeves			
a) Smooth at cap.	( )	( )	( )
b) Evenly gathered at cap.	( )	( )	( )
c) Grain perfect.	( )	( )	( )
7. Hem			
a) Measured level.	( )	( )	( )
b) Measured even in width.	( )	( )	( )
c) Finished at upper edge.	( )	( )	( )
d) Inconspicuous on outside.	( )	( )	( )
e) Free of bulk (flat).	( )	( )	( )